



Census Recensement



REPORT ON
QUALITATIVE TESTING
OF 2A and 2B QUESTIONNAIRES
FOR THE 1996 CENSUS OF CANADA

C E N S U S

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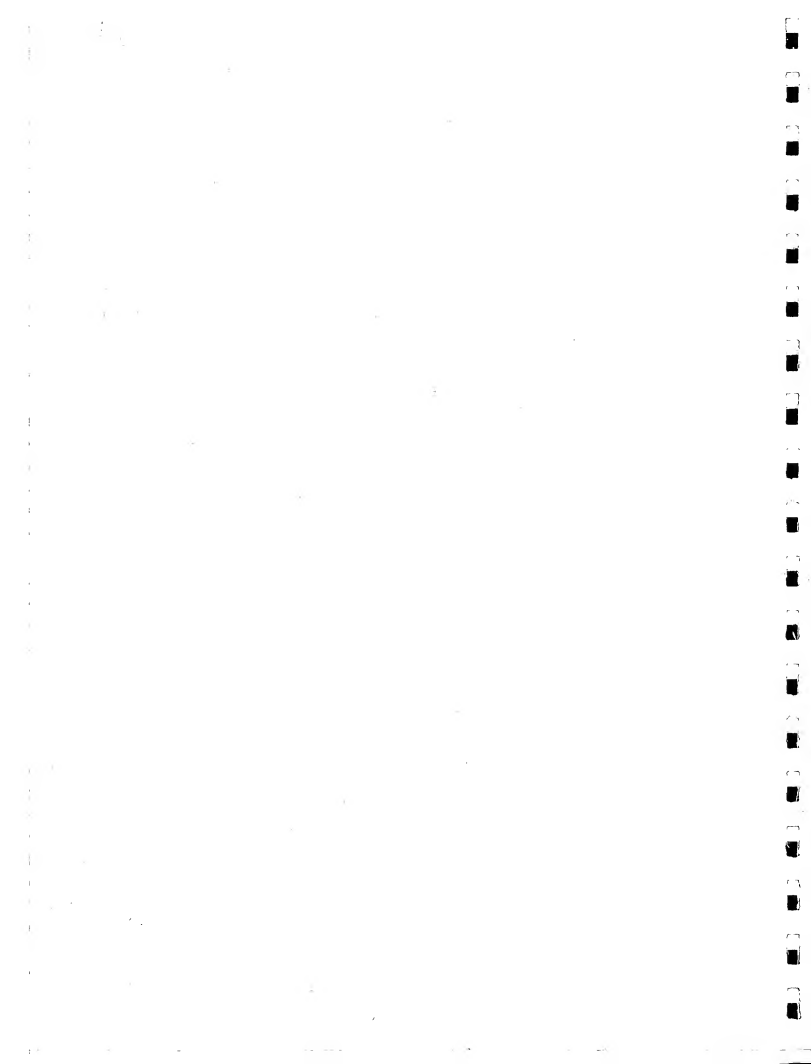
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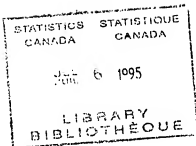
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November 22, 1994



NOT FOR LOAN
REPRUNTE REPORT ON

**QUALITATIVE TESTING
OF 2A and 2B QUESTIONNAIRES
FOR THE 1996 CENSUS OF CANADA**

Submitted to:

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EXECUTIVE SUMMARY

The research on the 1996 Census questionnaires (2A and 2B forms) was conducted with participants from various cultural and ethnic backgrounds and varying degrees of schooling. There was almost an even split between the number persons of ethnic or visible minority background and those of British and French backgrounds; however, more females than males participated in the study because they said that they were more likely to complete the census questionnaire for their household.

Both the 2A and the 2B questionnaires tested well with participants in the research project. The study findings and recommendations outline refinements and not major changes to questionnaires that previously had been tested. These refinements will only make the current questionnaires easier to complete and ensure more accurate responses. The 2A questionnaire took between five minutes to 35 minutes to complete, and the 2B questionnaire ranged from 20 minutes to more than an hour. Both questionnaires' completion times depended on the participants' grasp of one of the official languages and/or the complexity of their household.

The major findings generally fall under the following areas:

- reference to all persons who usually live "**here**" understood by many participants to mean "in Canada" or in the city in which they live.
- missed skip patterns which were especially important for questions 31 and 36.
- instructions not standing out for participants in some of the questions, some steps and on the cover page.
- use of examples helpful, especially for question 17.
- use of bolding, arrows and different-sized font can be very effective and can be used more extensively in some areas.

In order to make refinements to the existing questionnaires, the following recommendations are suggested for consideration:

- use of colour to enhance the readability of the questionnaire and make certain phrases stand out:
 - the colour of the 2A questionnaire in English was viewed as bland and a number of phrases did not stand out as a result. The colour could be bolder.

- the colour of the 2B questionnaire caused the note "Answer Questions 22 to 48 for each person aged 15 and over" to blend with the colour used in "Person 1, Person 2, etc." It is recommended that the note be bolded and less colour used. This also applies to the reference: "Remember, these questions are only for persons aged 15 and over."
- use larger font and/or bolding on the **cover page** to make a number of phrases stand out:
 - "Count Yourself In! May 14, 1996"
 - "This information is collected under the authority of the Statistics Act and must be provided by law"
 - "Confidential When Completed" (bold only)
 - "Please see **Page 6** or call us free of charge at..."
 - "Continue with STEP 2" (bold only)
- include more details of what the census is in the **message** on the cover, clarify the 300 years reference because participants said that Canada was not 300 years old and generally make the message more respondent-friendly.
- clarify two references on the **cover page**:
 - "TDDTTY" (participants did not know to what it referred)
 - reference to "Monday, May 6 through Friday, May 17" (participants preferred having the dates only)
- use **heavier paper stock** to make turning pages easier. Some participants omitted information because pages stuck together.
- use **Option 2 for page two** because more information above the name box was important and the box should be the size currently used.
- rewrite instructions on the French version of the questionnaire on page 2 to state: "**Commencez par inscrire** le nom d'un adulte puis, s'il y a lieu, de celui de son conjoint et de leurs enfants. Par la suite, inscrivez le nom de toutes les autres personnes qui...etc."
- change "List below all persons who usually live 'here' as of May 14, 1996" to avoid respondents including members of their extended family who live in Canada generally, or in the same city as they do. The suggested change is as follows:
 - "in this household" in English
 - "à cette adresse" in French

- make the statement "Don't forget to include yourself!", on page 2 larger.
- move the "For example" text to the same line as the text box for "name" and "reason" in **Step 3**.
- capitalize and bold "**OR**" and place more prominently to the left of each bullet in **Step 4**.
- rewrite **Step 5** so that it follows the same format as the steps above it.
- choose either "**run**" or "**operate**" for **Step 6** and make it consistent with "Reasons why we ask the questions" guidelines on page 2 of the 2A questionnaire and page 31 or the 2B questionnaire.
- add "aunt or uncle" to the examples for question 2 "Relationship to Person 1".
- keep the "1" in the date of birth box and perhaps use a number greater than 12 for the day. It is suggested to use 14/05/54.
- add another box to the "other" response to question 7 on the 2A form and question 12 on the 2B questionnaire to take into account new Canadians who are multilingual.
- use **option 2** "By Law, you must complete and return the enclosed census form" for the envelope.
- use **option 2** with the examples for question 17 about ancestors' ethnic or cultural background. If a long list is used, African examples should be included.
- keep titles to break up text in 2B questionnaire.
- keep arrows from the answer categories (circles) to the response boxes in questions 22, 23 and 43.
- add a line to the explanation on the French version of question 24 on the 2B questionnaire: "Inscrivez le plus haut niveau (1re à 13e année), excluant l'école maternelle. *NOTA:* secondaire V = 12 années".
- move question 26, "How many years of schooling has this person ever completed at an institution other than a university, a secondary (high) school or an elementary school?" before question 25.
- split "Household and Labour Market Activities" into "Household Activities" and "Labour Market Activities".

- add an arrow from the box to the "Go to" to help focus the reader's eye for questions 31 and 36, or, move questions 31 and 36 to the top of the next page, respectively, so the reader has a better chance to notice the skips.
- drop "Continue with the next question" references on the 2B form.
- bold the following phrases in the Labour Market Activities question (31-36):
 - "working for pay\travaillées à un emploi rémunéré" and "self-employment\un emploi à son compte" in question 31.
 - "paid work\un emploi" in question 34.
 - "work for pay\travaillé...à un emploi rémunéré" and "self-employment\un emploi à son compte" in question 36.
- add an example of non-professional work to the italicized examples for question 40 such as cleaning buildings.
- bold the following in question 46:
 - "semaines\weeks", "travaillé\work", "comptez\include", "vacances\vacation", "congé de maladie\sick leave", "plein temps\full time", and, "temps partiel\part time"
- retain the titles on the "Income in 1995" section (pages 28 and 29). As well, it is recommended that a space be added between the title "Income from Government" and "(d) Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance from federal government only (provincial income supplements should be reported in (g))." Another suggestion would be to add "child support" payments as an example in (j), "Other money income, such as alimony, child support, scholarships. Because participants did not realize that (k), "Total income from all of the above sources" meant to add all income from 48 (a) to (j), it is suggested that the (k) letter be removed and that the "Total income..." line be moved left justified with the box so that it stands out more from the text above."
- use "Travail Rémunéré" instead of "TRAVAIL CONTRE RÉMUNÉRATION" on the French version of the Income in 1995" section of the 2B questionnaire.
- bold and separate the "do not\ne comptez pas" in question H3: "**Do not** count bathrooms, halls, vestibules and rooms used solely for business purposes."

- drop "or other payment" reference in question H6 of the 2B questionnaire.
- drop the "cash" reference in question H7, "For renters only: What is the monthly cash rent paid for this dwelling?"
- add a response circle for the "Other\Autre" categories in such questions as 2 and 7 for the 2A questionnaire, and 11 and 12 on the 2B questionnaire.



1 BACKGROUND

In undertaking a census of the Canadian people every five years, Statistics Canada strives to develop a questionnaire which individuals can easily understand and complete themselves. By ensuring that these criteria are met, the department can be assured that the 1996 Census will attract a high completion rate and that the data resulting from it will accurately reflect conditions in the population and the changing nature of our society.

In this study, two questionnaires were tested, the short (2A - see Appendix I) form which collects basic information, such as age, sex and household composition, and the long (2B - see Appendix J) form, which explores such additional questions as labour force activity and ethnicity. The long census questionnaire will go to about 20 per cent of Canadian households in the 1996 Census. During this project, the entire census questionnaires were tested to ensure that the appearance, format, instructions and wording are appropriate and as respondent-friendly as possible. Research was conducted in Ottawa, Toronto and Montreal.

2 OBJECTIVES

The objectives for researching respondent reactions to the 2A and 2B census questionnaires included determining:

- respondents' reaction to the appearance, lay out and format of the questionnaires.
- respondents' understanding of the wording of questions and response categories.
- the cognitive processes of respondents in answering the proposed census questionnaires, including the process of understanding what is being asked, retrieving the information, deciding what information to provide in the response and communicating the response.
- the ease with which the instructions and questions could be understood and the questionnaires responded to accurately.

Participants were able to provide information on the impact of the appearance of the forms and to voice concerns about any wording difficulties.

3 METHODOLOGY

A combination of focus groups and one-on-one interviews were completed with a number of different kinds of participants, with varied backgrounds and educational levels.

It must also be noted that this research was qualitative in nature and not representative of all Canadians. Qualitative research provides a rich source of information in clarifying existing materials, creating hypotheses, and giving direction to future research. Although the participants were drawn from the group in the population from whom the client is seeking answers, they were not chosen on a statistical basis. Therefore, no statistical inferences should be drawn from the results of the focus group discussions and interviews.

D.R. Harley Consultants Limited conducted 12 interviews on the 2B version and five on the 2A census questionnaire. Statistics Canada completed another 31 interviews in Ottawa, Montreal and Toronto. A total of 40 participants attended the four focus groups.

The grid below indicates some of the characteristics of the respondents recruited for both the focus groups and the interviews. Another table which provides the English/French language and male/female breakdown can be found in Appendix K:

LOCATION	ETHNIC * MINORITY *	BRITISH/FRENCH ETHNICITY **	2A	2B
Montreal	17	23	28	12
Toronto	26	14	28	12
Ottawa	3	5	3	5
TOTALS	46	42	59	29

* Recent immigrants, visible minorities, and persons with non-British/non-French backgrounds.

** British/French ethnic background

DRH recruited participants by targeting ethnic groups, visible minorities, and recent immigrants to Canada as well as a mix of male/female, age categories and people from different household compositions and socio-economic backgrounds. Many of the participants had some high-school education. Some of the complex living arrangements included three families that shared three apartments on the same floor in an apartment building, families with children under 14 years of age and older than 14 years, single parent families, roommates, families with students living away from home, recent immigrants and first generation Canadians, Aboriginal persons, seniors and students.

Some participants came from countries such as El Salvador, Haiti, Jamaica, Ghana, China, Crete, Sri Lanka, Romania, Somalia, India, Lebanon, Vietnam and Chile. Two participants on student visas were recruited, one in Toronto and one in Montreal. More females than male participants were recruited with female participants saying that they were more likely to be the ones actually filling out the census form for their households in 1996.

Participants were recruited at random by phone (Appendix F = Recruiting Guide). Some visible and ethnic minorities, and other specialized participants were recruited through community groups, universities and community colleges, seniors centres, churches, and ethnic organizations.

Participants were recruited, sent a letter confirming their attendance, and telephoned the day prior to the interview or group to reconfirm their attendance. Participants were also encouraged to bring eye glasses if required, to the interview or group because they would be required to fill out either the 2A or 2B census form. A \$40 incentive was offered to all participants, and all groups and interviews were audio taped.

The groups and interviews were conducted using interviewers/moderator's guides found in Appendix C.

4 DETAILED FINDINGS

In order to make the findings more clear, this Detailed Findings section presents findings that are common to both forms, such as the cover and pages 2-5, and separate findings for 2A and 2B. Therefore, this section is separated into findings about the 2A questionnaire and findings about the 2B questionnaire where the questionnaires differ (i.e. guidelines and questions 7-48 and H1-H8). Findings about the envelope are presented under one heading.

4.1 General Findings

Both the 2A and the 2B questionnaires tested well with research project participants. The findings and recommendations outline refinements and not major changes to questionnaires which already have tested well. The proposed refinements will only make the current questionnaires easier to complete and render the response more accurate.

4.2 Questionnaires 2A and 2B

The following headings under section 4.1 cover both the 2A and 2B questionnaires.

4.2.1 Logo

The logo received a neutral response from Quebec participants, "Pas plus que ça", "Ça ressemble à un logo du gouvernement...C'est neutre, ça dérange pas personne." English participants expressed a more positive response, "It's sophisticated and says what it needs to say." None of the participants said that the logo was a negative symbol to have on the front of the census form. Some of the participants said that the logo and Census 96 were the first items they noticed on the form.

Participants found that the logo represented a number of things to them:

- at least two participants said that it looked like the Unicef logo
- shrinking Canadian family
- old-fashioned maple leaf
- people between the leaves of a book
- abstract maple leaf
- un logo de Batman
- single parent family
- people

Some participants called for the logo to be red and white, symbolizing Canada's more traditional colours. At least three participants with some graphic training felt that the logo was very well done.

4.2.2 Message

Many of the participants glanced at the front cover and went straight to filling out the address box. In the focus groups, participants who finished "early" went back and read the message to fill in the time. Some participants, particularly those from non-British and non-French backgrounds, felt that the "you must" and "by law" should be highlighted so that the questionnaire would be taken seriously and given the attention it required, "I think that there is a need to use strong words...to give people the incentive to fill it in". Others, particularly younger participants, felt that the "must" was too strong and that the message should be more personalized.

Younger participants found the use of the Chief Statistician of Canada too bureaucratic and that the message should just say, "Thank you. Canadian Census Board." Non-British and non-French participants felt that the inclusion of a person's name on the front of the form was reassuring.

Some participants, especially those from minority and ethnic backgrounds, felt that the first paragraph should include the purpose of the census such as "counting the number of people in Canada" so that respondents who had never heard of a census before would know what it meant. They also felt that the language could be simplified.

One of the French groups in Montreal said that Canada as a country has not been around for 300 years and the historical point should be explained correctly or not at all ("des recensements depuis les débuts de la colonie"). They also saw a contradiction between the statement about confidentiality and the statement that cities and towns use census data.

Some participants felt that the letter should reinforce the confidentiality of the census, "Lorsqu'on parle de rassurer les gens que la confidentialité était simplement libellée, réaffirmant que aucunement lié au Gouvernement du Canada, et que cela ne peut se retrouver dans aucune autre main."

After reading the message, most participants had the feeling that they were required to complete the questionnaire. "C'est obligatoire. On n'a pas le choix."

4.2.3 This information is collected under the authority of the Statistics Act and must be provided by law

Most participants did not notice or read this area of the address box. They said that the writing was too small and not bold enough to be noticed, especially on the English 2A form. Some ethnic participants said that this information was important and should be highlighted so that people would take the census process more seriously and provide better answers. "Des fois, il y a beaucoup d'immigrants, incluant moi-même, qu'on oublie beaucoup de responsabilités. On reçoit des bulletins comme ça et on les jette dans la poubelle tout de suite...Il faut être un peu plus exigeant pour remplir des formes comme ça. Il faut faire quelque chose pour que les personnes voient ça plus sérieux."

4.2.4 Confidential When Completed

Some participants noticed this part of the address box and some did not. Most felt that it was important to have on the form, and many of the ethnic and minority group participants said that it was essential. Some of the participants in the Montreal focus groups said that it was very important because it reassured them that no company was going to send them literature after completing the form, which, they said, often happens after participating in private sector surveys. Some participants said that they did not believe that the information would be kept confidential, "I don't believe Stats Can keeps it confidential" (student participant). Many felt that it should be highlighted to stand out in the address box (bold and black). Many participants who completed the 2A form felt that the information being collected was not of a confidential nature: "I don't see anything on here that's confidential. You can go out and show somebody this. I don't care."

4.2.5 Need Help?

Many participants said that they noticed the "Need Help?" section of the address box as well as the 1-800 number because the text was bolded and in larger typeface. Many, however, did not notice the "Please see the Guide" or "Please see page 6" reference. Participants felt it was essential to highlight and make larger the "Please see page 6" reference to the guidelines, especially in the case of the 2A form.

Some participants said that they would telephone the 1-800 number if they had difficulty filling out the form but wanted to be assured that their telephone call would be handled expediently and that they would be able to obtain the information they needed. Others said that they would probably seek help from friends, family or ethnic associations first and use the telephone number as a last resort. Still others said that they probably would never telephone and would just fill out the form to the best of their ability. Some participants asked what "TDD\TTY users" meant. Some said that they thought that people who would know what it meant would use that number.

Confusion was also expressed about the reference from Monday, May 6 through Friday, May 17. Some participants felt that they should complete the questionnaire during those dates, with a May 17 deadline. Others thought that the telephone line was not accessible during the weekend hours.

One focus group in Montreal recommended moving the "Need Help?" box before the address box and to the left of the page so that people know that they can have assistance with the form before they start to complete it.

4.2.6 Address

Although no one had difficulty filling out the information requested in the address box, some participants said that they were looking for the box to fill in their name. Most participants said that they had enough space to put in the appropriate information, however, some said that the postal code boxes were a bit narrow. Some participants were confused with the lot and concession number reference and thought that perhaps they had to put in the address of their cottage as well. Most participants had no difficulty providing the address information but some Montreal focus group participants did not like providing this information.

4.2.7 Continue With Step 2

Some participants noticed this reference while others did not. Some suggested that it should be bolded instead of being white so as to have more impact. Others said that they would have turned the page anyway and thus the step was not really necessary.

4.2.8 Canada Word Mark

Many non-British and non-French participants noted that the form contained the Canada Word Mark and this was very reassuring to them. It was something familiar. They knew that it could not be legally reproduced on forms by non-government agencies, and this gave them confidence to complete the form. "C'est gouvernemental et standard. On le sait tout de suite parce qu'on vient de remplir beaucoup de formes."

4.2.9 Step 2, Page 2

The major difficulty with this page was the reference to "here" in "List below all persons who usually live here as of May 14, 1996". For many of the non-British and non-French participants and some of the non-ethnic participants, "here" meant in Canada, or in Montreal or Toronto. "Ça veut dire que je peux mettre toute ma famille...mon frère qui a six enfants, ma soeur qui a trois enfants et ma mère."

Having up to 10 persons that could be listed in the box and a reference about "If you need more space, use the 'Comments' section on page 6" seemed to reinforce that thought. One Québécois participant in a Montreal group added her children who were grown and had families of their own because she understood "ici" to mean in Montreal.

Montreal participants suggested changing "ici" to "à cette adresse", however, this did not test well with Toronto focus group participants. They felt that "at this address" could mean an entire apartment building and could be confusing to some. Their suggestion was "in this household".

Participants generally read some of the information that was above the roster box and only the highlighted points below the box. Some people noticed the "Don't forget to include yourself!" reference and said that it helped them to remember to include themselves. Some suggested that this was an important reference, so it should be in larger type.

Some participants had difficulty determining who should be person 1 and even changed the order of how they listed the members of their household when they got to Step 7. Some participants said that they wanted a note that said, "you are person 1" or "person number 1 should be the individual completing the form" so it would help with this situation. Others who were answering for ethnic or minority parents or those who always put their spouse first on forms did not agree with this suggestion.

4.2.10 Option 2, Page 2

The majority of participants preferred option 2 of the roster page which is found in Appendix F. They liked option two because it gave more information above the box, "More information up front". Some, however, suggested that the reference to babies should not be dropped. Others thought that less text was better, "Déjà qu'il y en a moins, c'est positif." Most participants liked the size of the box on the original form because it was larger than the one in option 2.

4.2.11 Nota

Most francophone participants felt that the reference to using the masculine version on the form was not necessary because it was already accepted within the French language. "D'avertir que tu as utilisé le masculin, c'est un peu dépassé."

4.2.12 Step 3

Many participants felt it was a good reminder about who should be included on the census form. Some thought it was redundant. Some read the examples and forgot to check "yes" or "no".

4.2.13 Step 4

Some participants missed the "or" reference in this step and were not sure what it meant. Most answered the question correctly.

4.2.14 Step 5

Many participants were not sure how to answer this question and either entered zero in the box or left it blank. They had been patterned by previous questions and many did not feel comfortable leaving the box blank. The majority of participants did not answer the step.

4.2.15 Step 6

Most participants had no difficulty answering this question. The participants were often not sure which option to pick, "operate" or "run" (see Appendix H for option 2 page 3), with some ethnic and minority group participants preferring operate because run meant jogging to them. Some participants said that operate meant to own or to manage while if you run an agricultural operation it might be on behalf of someone else.

4.2.16 Step 7

Most participants said that they noticed the reference to "Households with more than six persons" and, if it did not concern them, they continued on to the next page. One participant with seven persons in his family said, although he could list the seventh person in the comments section, he would probably provide the required information on a white piece of paper and clip it to the census form, "Pas besoin de déranger le monde pour ça." Another participant who completed the 2B form said that she felt bad about not being able to include information about her daughter. She said that she would not call to ask for another form, but felt that Statistics Canada would contact her because she had listed her daughter under Step 2.

4.2.17 Pages 4 and 5

Initially some people found the layout of the pages difficult to follow, "It was a little weird". Many participants, however, found it easy to follow and, for the 2B form, quite ingenious. Some participants, especially in the Montreal groups, did not like having to write the names twice. Some participants, when they read question 2 about relationship to person 1 had difficulty because they put their spouse and children first.

They went back and changed the order on page 2 to put themselves first and filled out pages 4 and with themselves as person 1 with no further difficulty.

Question 2 Relationship to Person 1

One participant from Ghana had difficulty deciding if her partner was her husband or her common law partner. In her country they are viewed as legally married because of tribal custom, but in Canada they have no marriage certificate so are viewed as common law, "...since we don't have the same name, I will say common-law partner". But when she read the definition of common-law partner in question 6, she decided to change her answer for question 2 to husband, "In our custom, it is legal."

Question 3 Date of Birth

No participants had any difficulty entering the information in the boxes where the number one in the year was already filled in. Some people with roommates did not have that information and said if they received the questionnaire at home they would ask the people they lived with to fill out their own information.

Question 5 Marital Status

Some participants found it strange to indicate that their young children were "never married (single)". "C'est parce que moi, mes enfants, je ne trouvais pas où les cocher alors je les ai mis célibataires. Et dans mon esprit, je ne mettrais pas mes enfants célibataires." Some participants just left question 5 blank for their young children. They suggested having a category that said, "children".

Question 6 Is this person living with a common-law partner?

Participants had no difficulty answering this question. A participant in one of the Toronto groups questioned why there was no reference to same sex partners. Two seniors in the group immediately replied, "Are you sure you would want to see a question like **that** on the Canadian census form?"

Question 7 Language First Learned At Home in Childhood

At least two participants in the focus groups read the 2A guidelines for question 7 and changed their answers by adding a language other than English or French. Some participants who were multilingual in languages other than English or French suggested that another box be added so that they could enter more than one language (this is also relevant to question 12 on 2B). Some immigrants whose children were born in Canada answered either English or French to this question because they were proud that their children were born here, or that the children were spoken to in a language other than English or French and responded to their parents in either English or French. Other ethnic participants said that their children were multilingual and marked them as such, "Par exemple, ma famille, mon petit enfant et ma nièce. Mon mari parle espagnol et anglais, moi je parle français et espagnol; et mes autres enfants parlent français et espagnol. Mon petit enfant parle trois langues, je ne peux pas dire quelle est sa première langue, si c'est français, anglais ou espagnol."

4.2.18 Envelope

Four options for possible envelope messages (see appendix D) were presented to participants during the four focus groups and the interviews. Participants were asked to state their preference for the envelope that would be mailed to them containing the census form. Option 2 was narrowly chosen over option 4 as being the preferred envelope message. Ethnic and minority participants especially liked the reference to "By Law" because it gave them the idea that they had to complete the questionnaire, "I would choose option 2. It explains what you have to do, but it's not too forceful." As well, option 2 supporters said that without the "By Law", people may forget to complete the questionnaire, "My concern about not putting on "By Law" is that people will put it aside and not even open it."

Some participants suggested a compromise between Option 2 and Option 4 by adding, "Count Yourself In!" to Option 2. They felt that this was a known slogan and a more polite way of stating that you have to fill out the form.

One younger participant did not like any reference to "By Law", "Personally, I'm fed up with government interference. If I saw this, I would take my jolly old time." Another participant, in the same group, said, "If I got "Count Yourself In" I would throw it in a basket."

4.2.19 Envelope Colour

In Toronto, some participants asked about the colour of the envelope in the interviews and this was subsequently followed up in the focus groups and further interviews. Participants were shown three possible colours for envelopes: white, brown and yellow.

Yellow was viewed as something commercial, e.g. from Loblaw's, "Yellow looks like coupons." White was viewed by some participants as some sort of advertising. Brown was generally the preferred colour because it looked like it came from the government: "We want the government colour, the cheaper the better and recycled."

4.3 2A Questionnaire

A total of 59 participants completed the 2A questionnaire through a combination of focus groups and in-depth interviews.

4.3.1 General Comments

For the most part, participants found the questionnaire straightforward and easy to complete. "Le format, c'est très bien fait". There were some areas that were confusing, and were identified as troublesome such as "List below all persons who usually live **here** as of May, 14, 1996", and "who person one is supposed to be". Participants found the 2A form to be less time consuming to complete than they had anticipated, "I was surprised at how short it was". For those participants who remembered doing 2B during a past census, the 2A was viewed very positively both for its shortness and for its lack of personal questions about such areas as income. Some participants felt that there was too much text for the amount of information asked on the questionnaire, "J'ai trouvé qu'il y a beaucoup trop de texte pour l'information qu'on a à rentrer."

It took longer to complete the 2A form when the household was complicated. Ethnic and minority participants also took more time to complete the form compared with other participants. The shortest time any participant took to complete the form was five minutes, while others were in the 30 to 35 minute range.

4.3.2 Colour

Participants liked the colour change between the English and the French versions of the questionnaire. It helped them recognize that they had completed their section of the questionnaire. Some English participants said that they preferred the blue of the French version better than that of the English version and French participants liked the blue colour. The colour itself did not meet with any strong negative remarks: "It's bland. It's Canada," referring to Canada being a conservative country. Participants said that it was important to have colour on a census form and some said that it was the first thing that they noticed when they received the form.

4.3.3 Bilingual Format

All participants noticed that the form was bilingual and felt this was normal for the federal government, "Nothing comes from the government any other way." The Montreal focus group participants said that they liked having both languages so that they could refer to the English if it was not clear in French.

4.3.4 Guidelines

Most participants did not read the guidelines initially when filling out the form. In the group scenario, however, participants who finished completing the questionnaire before the rest of the group took time to read the guidelines. This resulted in two things:

- participants who changed their answers, especially to question 7.
- participants who wanted the guidelines moved before the questions.

Some participants suggested that the guidelines be added to the areas that they explain, as part of the step or question text.

Guidelines for Questions 2 and 7

As was mentioned previously, the guidelines for question 7 were viewed as very important by participants. "The Q7 explanation is helpful, because I do know of people who teach their kids more than one language."

Reasons why we ask the questions

Participants found this information to be a valuable explanation of why certain questions are asked.

The law protects what you tell us

This was viewed as the most important information to include on a census form, after the explanation for question 7. Ethnic and minority participants especially found this information crucial to include on the census form and they, more than the anglophone or francophone participants, tended to believe the confidentiality claims. "My impression of the census was always that I didn't have a choice. It's not something that I have considered not doing. For someone who's doing it for the first time and never done it in another country, it's probably quite important to know about confidentiality."

Role of the census representative

Participants generally felt it was necessary to have a short note about the role of the census representative so that if you are ever contacted by one you know what this is all about. One participant expressed concern that the census representative would be a neighbour and was not comfortable with that scenario.

4.4 2B Questionnaire

At total of 29 participants completed the 2B questionnaire. The testing on the 2B questionnaire was completed through one-on-one interviews, in Toronto, Montreal and Ottawa.

4.4.1 General Comments

Generally participants did not have too much difficulty completing the 2B census form. However, some did say that they had questions about why some information was being requested and some participants refused to give specific information about where they worked or how much money they made. Younger participants were more likely to question the need for many of the questions, compared with more mature participants. Some commented on the unpaid work questions in a favourable manner, "C'était bien pensé. J'ai trouvé le concept bien."

Completion times ranged from 20 minutes to just over an hour depending on the individuals grasp of one of the official languages or the number of people in the household.

4.4.2 Colour

Participants generally liked the colour of the 2B questionnaire, especially the francophone participants. "C'est fait comme au Québec, le drapeau du Québec." Both the blue and the green were viewed as attractive and easy on the eye. The only difficulty with the colour came on page 12 "Answer Questions 22 to 48....15 and over", where the banner seemed to blend in with the Person 1, Person 2 etc. colour.

4.4.3 Activity Limitations

Some respondents noted and read the heading while others did not. Many, however, said that they were not sure what "activity limitations" meant both in English and in French. Some participants had difficulty answering question 7 (b) and (c) because they could not determine whether to answer "No, not limited" or "Not applicable".

4.4.4 Language

Participants tended to answer for all languages spoken at home, not necessarily the one "most often" spoken at home. The concept, for some, seemed to evaporate.

4.4.5 Socio-Cultural Information

Again, participants noted that the title was a good way of breaking up the text, but many did not know what socio-cultural information meant. Participants who were recent immigrants to Canada questioned what "naturalization" meant in question 14, especially in French, and suggested that "by immigration" be added in parentheses.

All participants but one preferred option 2 showing examples for question 17. They felt that the examples clarified the question. For example, one participant answered "South American" as his ethnic or cultural background. With option 2 (see Appendix D), he changed his answer to "Chilean".

Some participants said, however, that there were too many examples, and that this would lead respondents to thinking that they may have to pick from one of the examples if their own cultural background is not there. "Oh yes, that is simpler (option 2)...but there is no African example there."

4.4.6 "Answer Questions 22 to 48" Box

Many participants with children did not notice this reference on page 12. They did, however, notice it one or two pages farther along. Participants said that there were three reasons they did not notice the box:

- the questions on mobility and education were applicable also to children.
- the colour box blended into the Person 1,2,3 etc. colour boxes at the top of the page and participants thought that it was just part of the same.
- by this time in the questionnaire, participants were "conditioned" to turning pages and answering questions.

One of the reasons that participants realized later on that it was not necessary to answer for their children was because of the subject matter being discussed. Household and Labour Market Activities caught some participants' attention and they realized their mistake at that point. They then saw the reference to "Remember, these questions are only for persons aged 15 and over" and started to go back and change their answers.

4.4.7 Question 23--Lines and Arrows

The lines and arrows from answer 09 "Lived in a different city, town village, township, municipality or Indian reserve in Canada specify below" to the boxes where participants were to enter city, town, village, township, municipality or Indian reserve and Province or territory were very helpful. Participants could follow where they should enter the information. The only difficulty observed was that some participants forgot to mark the circle and only entered the information. This comment is also applicable to other areas on the questionnaire where arrows were used.

4.4.8 Education

Almost all participants in Quebec had difficulty completing the section on education correctly, especially if they had taken their schooling in Quebec. Some answered 5 to question 24 about the highest grade completed because that response indicated "secondaire V". Some participants entered the year that they graduated from secondary school in the box for question 24. Question 25 was about university and many participants asked where they should enter their CEGEP years, feeling that CEGEP was the next logical step after high school, but was not university. Many did not notice CEGEP as an example in Question 26 because it was buried (not capitalized) in the italicized paragraph on the French version of the questionnaire. On the English version, CEGEP is capitalized.

4.4.9 Household and Labour Market Activities

Generally, participants had no difficulty completing question 30 on household activities, with some participants expressing approval that the questions were included on the census. Most participants found the transition from unpaid activities to paid activities a bit difficult and were observed reading question 31 two or three times to ensure they understood what was being asked. Many participants missed the skip "Go to Question 37" for this question. Some stated that they missed the skip for the following reasons:

- because it was too close to the bottom of the page this far into a lengthy questionnaire where they had been programmed to turn the page.
- the subject matter on the next page made the questions logically answerable.

Participants suggested that the title on this page be split into "Household Activities" and "Labour Market Activities".

4.4.10 Question 36--When did this person last work for pay or in self-employment, even for a few days?

Many participants had difficulty following the skip patterns for this question, especially if they were answering for others in their household some of whom were supposed to continue with the next question while there were other household members who were supposed to skip to question 48. Again, it was observed that question 36 is at the bottom of the page, and once an answer was provided, the participant did not necessarily continue reading.

4.4.11 Question 43--At what address did this person usually work?

One participant refused to give the address of where she worked, but other participants did not find this question troublesome. The lines and arrows leading to the boxes worked very well, causing participants to enter the correct information into the boxes.

4.4.12 Income in 1995

This question was the one that posed difficulty for most participants to complete. On any survey questionnaire, there is always reticence to providing income levels. "Je n'étais pas vraiment intéressée à la faire, cette page là, (page 28). Je l'ai fait vite." Some of the problem areas were:

- participants forgot to enter "no" in areas where they did not have any income. They only entered figures in the areas that concerned them and marked "yes" in those circles.
- Quebec participants had difficulty distinguishing between federal and provincial income.
- Participants who received child support payments were not sure where to include them and ended up including them under (j), but were not comfortable with their choice. Alimony did not cover child support.
- Quebec participants had difficulty understanding "Travail contre rémunération": "Travail rémunéré serait plus facile. Contre, c'est comme si on fait du marché noir..."

Some participants questioned why there was a yes and no beside (k) "Total income from all of the above sources".

4.4.13 Questions H1 to H8 about this dwelling

Some participants questioned why these questions were being asked on the census, while others felt that this was important information. "Je vois qu'ils veulent savoir le nombre de personnes dans les logements...c'est important..."

H3--(a) How many rooms are there in this dwelling? (b) How many of these rooms are bedrooms?

Participants had difficulty answering this question correctly, with some including only the bedrooms and changing their answer when they saw the (b) portion of the question. At the end of a long questionnaire, participants seemed to either not read the "include" paragraph or skimmed it and did not notice the "do not count" part of the explanation.

H4--When was this dwelling originally built?

Many participants guessed at the answer.

H5--Is this dwelling in need of any repairs?

Participants who lived in apartment buildings answered this question for the entire building and often marked both "yes, minor repairs" and "yes, major repairs".

H6--For this dwelling, what are the YEARLY payments (last 12 months) for:

Participants had difficulty answering these questions correctly. Some checked "included in rent or other payments" and then provided a dollar figure in the box. They said that the amount was included in "other payments".

H7--For RENTERS only: what is the monthly cash rent paid for this dwelling?

A number of Montreal participants questioned the "en argent" reference, thinking that if they paid by cheque they did not have to enter the amount in the boxes provided.

5 RECOMMENDATIONS

The recommendations for this report were prepared jointly with Statistics Canada and take into account analysis and finding of interviews conducted by the Bureau. These recommendations are presented jointly for both the 2A and 2B questionnaires where there is overlap in content, and separately where there is not.

1. The colour for the 2A questionnaire in English was viewed as "bland" and some of the titles on the cover page were not as visible as either the French 2A colour or the 2B colour. It is recommended that a bolder colour be used on the English 2A questionnaire. The colours on the 2A French and 2B French and English forms were very well received.
2. The message, "Count Yourself In! May 14, 1996" was viewed as being very important to participants. As such, it was currently thought to be not eye-catching, and therefore should be larger and in a different font to make it more prominent.
3. The message about the census should be in bolder print. Some of the concerns of participants could be taken into account when rewriting the message:
 - explaining what a census is for new Canadians
 - clarifying the 300 years reference
 - personalizing the letter by making it more respondent-friendly
4. The reference to "this information is collected under the authority of the Statistics Act and must be provided by law" on the cover page should be made larger and bolded.
5. On the cover page, "CONFIDENTIAL WHEN COMPLETED" should be bolded so it would stand out more.
6. The postal code boxes were viewed as narrow and could be made slightly larger, in the address box.
7. For the 2A questionnaire, the "Please see **PAGE 6** or call us free of charge at" reference in the address box should highlight page 6 so that respondents know at the outset that there is a reference section at the end of the questionnaire.
8. The reference to "from Monday, May 6, through Friday, May 17", under the 1 800 number on the cover page was confusing to participants. The Monday and Friday references should be dropped.
9. The "TDD\TTY" reference in the address box was confusing for participants. Space permitting, the hearing impaired symbol or a reference "hearing impaired" could be added.

10. The "Continue with STEP 2" reference on the cover page should be made to stand out more by bolding it.
11. Some participants had difficulty turning the pages and turned two pages at the same time. It is recommended that a heavier paper stock be used.
12. It is suggested that Option 2 be selected for page 2. Participants felt that more information above the box was important. As well, option two should include the box size from the original questionnaire and not the smaller one included on the Option 2 test material.
13. In the French version of the questionnaires it is recommended that the instructions be rewritten to state: "**Commencez par inscrire** le nom d'un adulte puis, s'il y a lieu, celui de son conjoint et de leurs enfants. Par la suite, inscrivez le nom de toutes les autres personnes qui....etc."
14. It is suggested that "here" in the statement "List below all persons who usually live here as of May 14, 1996" be changed to "in this household" in English and "à cette adresse" in French. This would avoid having respondents include family members who also live in the city in which they live or in Canada generally.
15. "Don't forget to include yourself!" was viewed as a very important statement. It helped a number of participants remember to add their name to the census questionnaire. It is suggested that it continue to be included on the census questionnaires and be made a little larger to ensure that it stands out from the rest of the text.
16. Some participants did not answer "no" or "yes" in **Step 3**. One of the stated reasons was that they read the example and went on to the next question. Nothing brought their eye to the right hand side of the page. It is suggested that the "For example" text be dropped to be on the same line as the text box for "name" and "reason".
17. Some participants also had difficulty noticing the "or" in **Step 4** (example, "Are ALL persons in this household: government representatives of another country and their families; or"). It is recommended that the "**OR**" be capitalized and bolded to stand out and be placed more prominently to the left of each bullet. As well, a question mark could be added to replace the semi-colons. For example:

Are ALL persons in this household:

- government representatives **of another country** and their families?
- OR** • members of the armed forces **of another country** and their families?
- OR** • residents **of another country** visiting Canada, for example, on a business trip or on vacation?

18. Participants had difficulty with **Step 5** and suggested that it should look like the other steps above it. Although this will add to the data capture, it is suggested that **Step 5** be rewritten as follows:

Are **ALL** persons in this household staying here temporarily **AND** do they have a usual home somewhere else in Canada?

- ☐ No - **Continue with Step 6**
☐ Yes

If yes, enter the total

number of persons in this box.....

- Do not complete this questionnaire.
Mail it in the enclosed postage-paid envelope.

19. The findings were inconclusive with the Option 2 for **Step 6**. Both "Does anyone in this household **operate** an agricultural operation" and "Does anyone in this household **run** an agricultural operation?" appear to work equally well. Whatever choice is finally used, it should be consistent with the "Reasons why we ask the questions" guidelines on page 6 of the 2A questionnaire under "Step 6 tells us if someone in your household **runs** a farm. It also makes sure that we count all farms of the Census of Agriculture once, and only once." It also should be consistent with the reference to farming operations on page 31 of the 2B questionnaire, "Note: If you are a farm **operator** living on a farm you **operate**, mark here...".
20. Some participants had great difficulty determining that information must be presented vertically and horizontally for persons in their household as requested on pages 4 and 5. Statistics Canada could look at making the arrow points under "Person 1,2,3 etc." larger and bolder to draw the respondent's eye down as well as across.
21. No "aunt or uncle" examples are included in question 2, "Relationship to Person 1" and participants expressed the wish to have this as an example. It is suggested that "aunt or uncle" could be added to the examples for this question.
22. The adding of the "1" to the year in the date of birth box worked very well and should be kept in question 3. It is suggested that a number greater than 12 be used for the day and that the date used in the example be "14/05/54", which is the census date and the year that is currently in the example.
23. Space permitting, it is suggested that another box be added to the "other" response to question 7 on the 2A form and question 12 on the 2B questionnaire, "What is the language that this person first learned at home in childhood and still understands" to take into account new Canadians who are multilingual.

24. It is recommended that Statistics Canada use Option 2 "By Law, you must complete and return the enclosed census form". The lettering should be capitalized and bolded. Although "Count Yourself In" was well-received by participants, it does not fit well with Option 2. As well, it is recommended that the envelope used be a "standard" brown envelope that denotes "Government of Canada" for respondents.

The following recommendations apply to the 2B questionnaire only:

25. Option 2 was the preferred option for question 17, "To which ethnic or cultural groups(s) did this person's ancestors belong". The list of examples, however, could be shorter so as not to appear all-inclusive. If an extensive list is chosen, then African examples should be included.
26. The note on the top of page 12, "Answer questions 22 to 48 for each person aged 15 and over." was missed by participants. It is recommended that the colour be changed and that the lettering be in black. The reference is important and should be kept.
27. The "Mobility" title on page 12 was good to break up the text and the questions but was not well understood by participants. This title should be changed to better reflect the questions in this section.
28. The arrows from the answer categories (circles) to the response boxes worked well and should be kept, as was indicated in question 22 "Where did this person live 1 year ago, that is, on May 14, 1995?" and question 23, "Where did this person live 5 years ago, that is, on May 14, 1991?"
29. The reference to "Remember, these questions are only for persons aged 15 and over," should remain on pages 14 to 29. If they did not notice the reference at the outset, participants often noticed the reference at sometime while they were completing other sections of the questionnaire. It is recommended that this note be in black letters instead of white and that the text box be a different colour than "Person 1, 2, 3 etc." This "colour" could be black only letters with no box.
30. It is suggested that question 24, "What is the highest grade (or year) of secondary (high school) or elementary school this person ever attended?", add a line to the explanation in the French version. "Inscrivez le plus haut niveau (1re à 13e année), excluant l'école maternelle. *NOTA:* secondaire V = 12 années".
31. Statistics Canada could consider moving question 26, "How many years of schooling has this person ever completed at an institution other than a university, a secondary (high) school or an elementary school?" before question 25, "How many years of education has this person completed at university?" Participants viewed this as a more logical progression in questioning. As well, in question 26, "CEGEP" should be bolded and capitalized in the French version of the questionnaire.

32. "Major field of study or training" is missing from the "Person 3" column on page 17, question 29 on the English form, "What was the major field of study or training of this person's highest degree, certificate or diploma (excluding secondary or high school graduation certificates)? As well, the "OR" reference between the "major field of study or training and the "This person's highest qualification is a secondary/high school graduation certificate" should be larger so as to stand out better from the text.
33. The title "HOUSEHOLD AND LABOUR MARKET ACTIVITIES" should be split to include the unpaid work questions under "HOUSEHOLD ACTIVITIES" and the paid work questions under "LABOUR MARKET ACTIVITIES". Many participants missed the skip in question 31, "Last week, how many hours did this person spend working for pay or in self-employment?" The "Go to Question 37" is not aligned with the box and therefore hard to follow. As well, being at the bottom of the page caused participants to turn the page without reading farther. Two suggestions are offered:
- add an arrow from the box to the "Go to" to help focus the reader's eye.
 - move question 31 to the top of page 20 so that the reader automatically continues to read down and has a better chance of seeing the skip.

The reference to "Continuing with the next question" could be dropped as it is not standard with other questions on the questionnaire.

34. Recommendation 33 is also applicable to question 36, "When did this person last work for pay or in self-employment, even for a few days?" Moving the question to the top of page 22 and adding arrows from the answer box (circle) to the "Go to Question 48" may help participants notice these skips.
35. In order to make the questions on Labour Market Activities (specifically questions 31-36) more consistent with other parts of the questionnaire, it is suggested that the following phrases are bolded or made to stand out:
- "working for pay\travaillées à un emploi rémunéré" and "self-employment\un emploi à son compte" in question 31, "Last week, how many hours did this person spend **working for pay OR in self-employment**? La semaine dernière, combien d'heures cette personne a-t-elle **travaillées à un emploi rémunéré** ou à un emploi **à son compte**?"
 - "paid work\un emploi" in question 34, "Did this person look for **paid work** during the past four weeks? Cette personne a-t-elle cherché **un emploi** au cours des quatre dernières semaines?"

- "work for pay\travaillé à un emploi rémunéré" and "self-employment\un emploi à son compte" in question 36, "When did this person last **work for pay OR in self-employment**, even for a few days.\Quand cette personne a-t-elle **travaillé** la dernière fois à **un emploi rémunéré** ou à **un emploi à son compte**, ne serait-ce que quelques jours?"

36. An example of non-professional work should be added up front to the italicized examples for question 40, "In this work, what were this person's most important duties or activities?" A suggested addition to this list is, "*For example, cleaning buildings, analyzing blood samples...etc.*"
37. The arrows worked very well in question 43, "At what address did this person usually work?" They should be kept.
38. Because many participants did not read the note in question 46, "In how many weeks did this person work in 1995?", it is recommended that the following words be highlighted in the question: "semaines\weeks", "travaillé\work". As well, it is recommended that the following words be bolded in the note: "comptez\include", "vacances\vacation", "congé de maladie\sick leave", "plein temps\full time", and, "temps partie\part time".
39. It is recommended that the titles on the "Income in 1995" section (pages 28 and 29) be retained. They break up the text and make it easier for the respondent to complete the questionnaire. As well, it is recommended that a space be added between the title "Income from Government" and "(d) Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance from federal government only (provincial income supplements should be reported in (g))." Another suggestion would be to add "child support" payments as an example in (j), "Other money income, such as alimony, child support, scholarships. Because participants did not realize that (k), "Total income from all of the above sources" meant to add all income from 48 (a) to (j), it is suggested that the (k) letter be removed and that the "Total income..." line be moved left justified with the box so that it stands out more from the text above."
- "TRAVAIL CONTRE RÉMUNÉRATION" was not well understood by francophone participants. "Travail Rémunéré" was considered more understandable by francophone participants and is also consistent with Labour Force questions. It is recommended to use "Travail Rémunéré".
40. Participants did not notice the "Do not count bathrooms, halls, vestibules and rooms used solely for business purposes," reference in question H3, "How many rooms are there in this dwelling?" It is recommended, therefore, that this reference be split off from the rest of the explanation and the "do not\ne comptez pas" be bolded:

Include kitchen, bedrooms, finished rooms in attic or basement, etc.

Do not count bathroom, halls, vestibules and rooms used solely for business purposes.



41. Participants were confused with "or other payments" reference in question H6, "For this dwelling, what are the YEARLY payments (last 12 months) for (a) electricity....etc." It is suggested that this reference to "or other payments" be dropped.
42. A number of participants were confused with the reference to "cash rent" in question H7 "For renters only: What is the monthly cash rent paid for this dwelling?" It is suggested that the reference to "cash" should be dropped.
43. In some cases it was observed that participants could have benefited from having response circles added. Some consideration could be given to adding a response circle for the "Other\Autre" categories in such questions as 2 and 7 for the 2A questionnaire, and 11 and 12 on the 2B questionnaire. This would make the "Other" category appear consistent with, and of equal importance to, the preceding response options.

APPENDIX A

**Statistics Canada Report
(Allen Gower)**



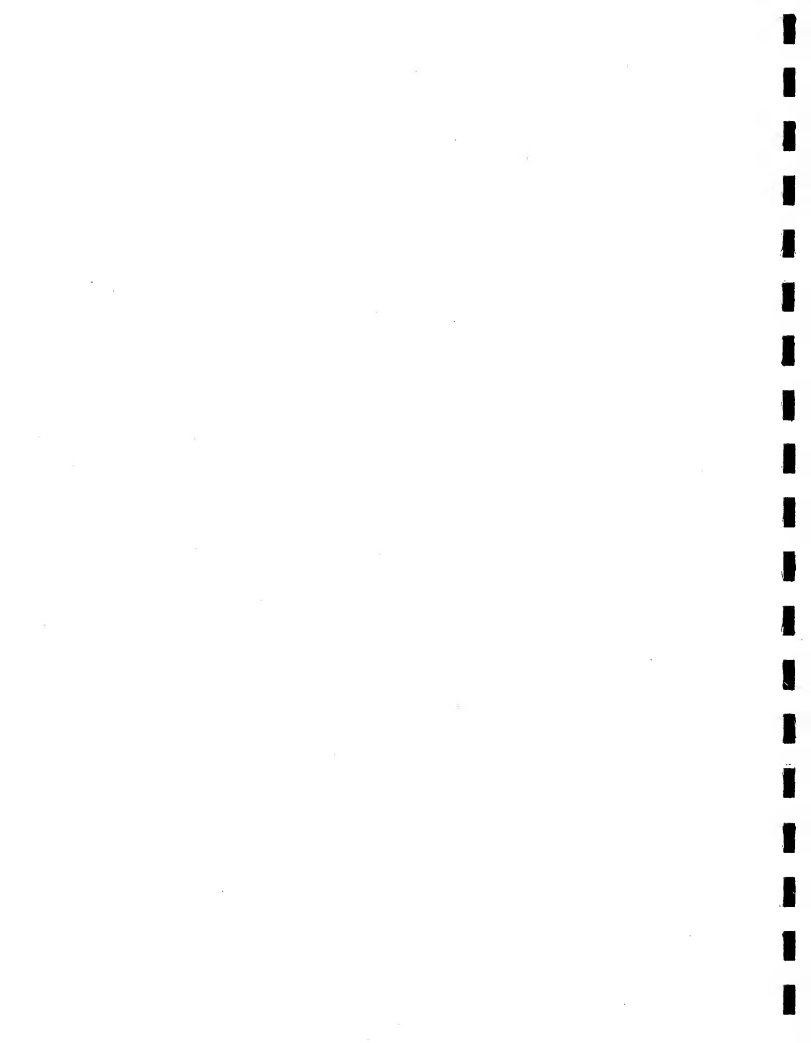


APPENDIX A

Qualitative Testing of the 2A and 2B Questionnaires for the 1996 Census of Canada

**Report on 19 In-depth Interviews
Conducted (in English) in Toronto and Ottawa
October 3 to 14, 1994**

**Allen R. Gower
Questionnaire Design Resource Centre
Statistics Canada**



COGNITIVE TESTING OF THE 2A AND 2B QUESTIONNAIRES FOR THE 1996 CENSUS

Introduction

Allen Gower of the Questionnaire Design Resource, Statistics Canada, conducted 14 one-on-one, in-depth and think-aloud interviews (in English) in Toronto (October 3 to 6, 1994) and 5 interviews in Ottawa (October 13 and 14, 1994).

The 19 interviews were 1 more than originally planned. A total of 20 people were recruited with the target of interviewing 18. The recruiting, therefore, was very successful since only 1 person did not attend the scheduled interview.

2A and 2B questionnaires were administered as shown in the following table.

Number of Interviews

City	2A questionnaire	2B questionnaire
Toronto	6	8
Ottawa	1	4
Total	7	12

Respondents represented a variety of household characteristics as well as ethnic and visible minorities, seniors, youth, the unemployed, and recent immigrants.

Respondents who lived alone were interviewed as well as respondents with up to 10 and 11 household members. There were several respondents who lived with parents or grandparents and adult brothers or sisters. Many respondents had dependent children under 15 years old; most of these completed the 2B questionnaire.

Of the 19 respondents, 9 were immigrants to Canada from countries such as El Salvador, Hong Kong, India, Jamaica, Romania, Somalia, Sri Lanka, and Vietnam and had a mother tongue other than English.

The time that respondents took to complete the census questionnaires varied considerably. The time depended on many factors such as household size, how fast the respondent read, whether or not English was the respondent's first language, and (because of the research method) how much thinking out loud a respondent did. It took between a little as 5 minutes (for a respondent who lived alone and for another respondent with 2 household members), but up to 17 minutes (for a respondent with 6 household members) to complete the 2A questionnaire. It took 2B respondents between 17 minutes (for a respondent who lived alone) and 1 ½ hours (for a respondent with 3 household members). Of the 12 2B respondents, 7 completed the questionnaire in 38 minutes or less; their household sizes ranged from 3 to 6.

Three 2B respondents missed completing pages 2 and 3, and turned to page 4. This was because the first two pages of the 2B questionnaire "stuck" together. Another 2B respondent missed Questions 18 to 21 because these pages also stuck together.

An encouraging finding of the in-depth interviews that were conducted in Toronto and Ottawa was that respondents were generally very committed to providing complete and accurate information on the census questionnaires. Many respondents, especially those who were recent immigrants to Canada from other countries, felt that it was their duty to complete the census form as citizens or residents of Canada and were pleased to do so.

As respondents were observed completing the forms, the findings were remarkably consistent with the results reported in a paper by Gower and Dibbs¹. That paper identified characteristics of respondent behaviour that apply to self-completed questionnaires. These characteristics were again confirmed during the current investigation into the design of the 2A and 2B questionnaires for the 1996 Census. They include:

- *Respondents read only what they think is necessary to read. They read the boldface print first, and then decide if they should read further.*
- *Respondents tend to proceed directly to the questions, and rarely read instructions.*
- *Respondents tend to miss the skip instructions and arrows.*
- *Respondents are assisted by colour and shading which direct them to the parts of the questionnaire that should be read and indicate where answers should be placed.*
- *Respondents tend to omit questions that do not seem to apply to them, even when a "No" or "Not applicable" box is provided.*
- *The meanings that respondents attach to words and concepts may not be the same meanings that questionnaire designers attach to them.*
- *Respondents feel uncomfortable when instructed to answer in a way that does not reflect the reality of their own situation.*

One or more of these characteristics as well as various types of errors were observed for most respondents as they completed the 2A and 2B questionnaires. A major finding was that respondents completed the 2A questionnaires very accurately (apart from coverage errors), with only a few minor errors being observed. On the other hand, every respondent made errors in completing the 2B form.

Some of these errors that occurred on the 2B forms were major: for example, coverage errors, answering Questions 22 onwards for persons under 15 years old, missing important skips, misunderstanding questions, and not answering questions (sometimes because entire pages were missed). Other errors were of a minor nature: for example, certain types of errors that respondents made in answering the language, education and labour force questions, and not remembering detailed information such as street addresses and postal codes.

Specific comments about how the questionnaires were completed are presented jointly for both the 2A and 2B forms where there is overlap, and separately where there is not.

¹ Gower, Allen R. and Ruth Dibbs (1989), "Cognitive Research: Designing a Respondent-Friendly Questionnaire for the 1991 Census", Proceedings of the Fifth Annual Research Conference, Washington, DC: U.S. Department of Commerce, Bureau of the Census, pp. 257-266.

COVER PAGE

Respondents' Reactions to the Cover Page

Respondents generally liked the appearance of the cover page, some expressing that they liked its appearance very much. One respondent commented that the cover page was "very business-like". Another said that "the cover page looks like a typical government form or test booklet." One respondent felt that the cover page was "too busy". Another commented that there were too many fonts on the cover page.

Most respondents noticed the census logo and "CENSUS 96" when they first looked at the cover page. They usually noticed, but did not read, "A message about the census". Respondents' eyes then almost automatically focussed on "Begin here by printing your address" because it was in large bold print.

Virtually all respondents did not read the statement "This information is collected under the authority of the Statistics Act..."; in fact, most did not see it at all. Many respondents did not see "CONFIDENTIAL WHEN COMPLETED", but it was more likely to be noticed than the earlier statement about the Statistics Act because it was printed in larger, capital letters.

"Need Help?" and "1 800 565-5595" was noticed by almost all respondents. The placement of this item is very effective.

Several respondents felt that the "Office Use Only" boxes should not be placed at the top of the cover page and that they should be put at the bottom or elsewhere in the questionnaire.

All of the 2A respondents noticed the bilingual format. The two respondents who were handed the French side of the 2A questionnaire had no problem finding the English side even if they did not see "English on reverse" at the top of the cover page. Only a couple of respondents noticed the "Français au verso" at the top left corner of the page.

Respondents often commented that they read the cover page (and subsequent questions) very quickly, and explained that this is why they missed seeing or reading certain parts of the cover page. One respondent suggested that the cover page should "tell people to read everything carefully" in order to remind them to do just that.

Logo and CENSUS 96

Generally speaking, respondents liked the logo. No one expressed any dislike for it. Respondents saw different things in the logo. Most saw people and possibly a flag that sometimes reminded them of the Canadian flag. Several respondents said that the three people looked a little like a maple leaf. They liked this symbolism. Examples of comments that respondents offered are:

- *The logo is very attractive to the eye. It looks like a maple leaf and flag. It's quite subtle.*
- *The logo catches your eye first.*
- *I noticed the logo, but what is it saying? Is it the family? The flag?*
- *The logo is nice, but I didn't see anything in it....I now see people.*
- *The logo looks like a maple leaf and people in the middle.*
- *The logo looks like part of the flag or people -- I like it.*

- The logo stresses the Canadian flag and the family members. I like it because it has the concept of family union.*
- The logo reminds me of an election symbol, maybe like Elections Canada.*
- I like the logo. It symbolizes the maple leaf, and indicates a flag and people. It's a good piece of art.*
- I don't know what the logo means. It reminds me of the Olympics, a little like people.*
- I didn't notice the logo at first. Now that I see it, it looks stylized people...like a little torch...but it's fine.*
- The logo looks like another government senseless logo. It doesn't make sense. If you take a good look at it, it represents the human figure. It could be a book.*
- I didn't notice the logo. I don't like or dislike it.*

Most respondents clearly saw "CENSUS 96", but did not notice "Count Yourself In! May 14, 1996". Several offered very positive comments about the appearance of this logo and Census 96 banner. As one respondent said, "The design is nice, it's eye-catching...Census 96 stands out."

A message about the census

Most respondents noticed the heading "A message about the census", but did not read it. A few read, skimmed or glanced at it quickly; only a couple read it carefully.

After they had completed the questionnaire and were asked to read it, they generally liked the message and felt that it was necessary. They especially liked that the message tells respondents what the Census is used for. A few respondents (who were recent immigrants to Canada) were not always aware of what the Canadian Census is.

A couple of respondents suggested that the message should be in bolder font to ensure that people would read it. Most, but not all respondents, noticed the statement "By law...." They understood what it meant, sometimes realizing for the first time that they are required by law to complete the census form.

Other respondent comments about the message included:

- I like the message*
- It's simplistic, but maybe it needs to be...so that everyone can understand it.*
- I do not like the statement "you must provide the information requested."*
- When some people read "you must provide the information requested", they may think that you have to complete all parts of the form, including the Comments section at the end.*
- The message is okay.*
- The message is pretty good. I get the feeling that I have to complete the census form.*
- I did not read the message...[because I was thinking]...let's get this thing over with. It's the attitude that you get when you see the census in the mail.*
- [After reading "For over 300 years...", a person who had come to Canada about eight years ago said:] I'm impressed because the Census has been taken for 300 years. I thought Canada was much younger.*

The information is collected under the authority of the Statistics Act...., and must be provided by law.

Only a few respondents noticed this statement. Even if they noticed it, they usually did not read it. In their view, the print was too small. In the case of the 2A form, the statement did not catch their attention at all because the background colour was not bold and did not provide enough contrast. After having the statement pointed out to them, most respondents did not understand what was meant by the "Statistics Act".

CONFIDENTIAL WHEN COMPLETED

Many respondents, especially in the case of the 2A form, did not notice "CONFIDENTIAL WHEN COMPLETED". However, more noticed this message than noticed the statement "This information is collected under the authority of the Statistics Act...."

Only a couple of respondents said that "CONFIDENTIAL WHEN COMPLETED" did not mean anything to them. One respondent commented that "the word *confidential* is over-used and doesn't mean what it's supposed to mean."

STEP 1

Begin here by printing your address

Respondents had no trouble seeing this instruction or providing their addresses. In fact, this was the first thing that several respondents saw on the cover page.

Two respondents commented that they were surprised that they weren't asked to write their names on the first page. As one said, "The very first thing is your address...almost always, every form starts with your name."

Need help? Please see the Guide OR call us free of charge at: 1 800 565-5595

This service is available from 9 a.m. to 9 p.m. from Monday, May 6 through Friday, May 17 (excluding Sunday). TDD/TTY users call: 1 800 267-5558

The placement of this item is very effective. Almost all respondents saw it, and some even commented about how well it stood out on the page. As one respondent said, "I thought it was well placed...it's right there...you can't possibly miss it."

While they saw the "Need Help?" and the toll-free number, many respondents did not read the accompanying text. Therefore, on the 2A form, they missed the reference to "Please see page 6". In the case of the 2B form, no respondent seemed to notice the reference to the "Guide"; no one even asked about it.

Many respondents were somewhat confused by the statement "This service is available from 9 a.m. to 9 p.m. from Monday, May 6 through Friday, May 17 (excluding Sunday)". They clearly understood that it meant that they could call Mondays to Fridays, but not on Sundays. What they did not understand is that they could also call on Saturday. Some respondents eventually figured out (after reading the instruction more carefully) that they could call on Saturday. Others concluded that they could *not* call on Saturday.

Several respondents indicated that they would *not* call the toll-free number if they needed help. One reason that they gave for not phoning was that government toll-free numbers are always busy. Another respondent said that he would prefer to ask a friend for assistance.

Several respondents asked what "TDD/TTY users" meant. Only a few understood it.

Continue with STEP 2

Most respondents noticed "Continue with STEP 2". Although it may have been helpful for some respondents, most would automatically have turned to the next page even if the instruction had not been provided. It was clear that "Continue with STEP 2" did not help three respondents who missed pages 2 and 3 and turned to page 4. One of these respondents actually pointed out that he saw the question number "2" on page 4, and that he thought that this was the Step 2 that was referred to on the cover page!

At this point, one respondent remarked that he liked the Canada wordmark because it stands for Canada, saying "that's great".

STEP 2

List below all persons who usually live here as of May 14, 1996.

All respondents (except one) read this first line of Step 2. The respondent who did not read it said that she thought it was a heading (because it was on one line only).

Respondents made a few errors in listing household members, including:

- One respondent listed 2 step-daughters who would not actually arrive in Canada until the following day.
- One respondent included a daughter who had recently married and moved to a new address. She included her because she thought the purpose of the census was to collect information about one's "whole family".
- One respondent listed 10 family members and put the eleventh member on page 32. However, the subsequent discussion with the respondent revealed that the 11 household members live in 3 separate apartments in the same building. She explained that they usually stay in the same apartment for most of the day, but return to the other apartment units to sleep at night. She went on to say, "It's not fixed, people keep changing apartments. The others are also my family. To me, they're part of my household. I think it's important to include everybody, for all three [apartments]." In the actual census, she said that she would have completed a questionnaire for each of the 3 apartments, listing all 11 people for each apartment in Step 2. But, beginning at Question 1 on page 4 for each apartment, she would only list the people who actually live (*i.e.*, sleep) there.
- One respondent did not list a tenth household member (a sister-in-law) because he did not know how to spell her name. He wanted to provide accurate information, and he was very conscientious, not wanting to make any mistakes. At home, however, he said that he would have asked someone else about how to spell her name.
- One respondent, a student, included 3 or 4 household members who should not have been listed (because they were students with a usual home elsewhere). To her, however, the "instructions were clear: she should include these persons."
- Several respondents began listing persons by giving first name, then family name. Most quickly realized they had made a mistake, erased the names, and then listed the names in the correct order.

Two respondents wondered how they should list given names and initials when a person had 3 first names or where they usually used the second given name (instead of the first).

Almost all respondents saw and read "Don't forget to include yourself!" because it was printed in bold and on a separate line. A few commented that this was an important instruction. As one respondent said, "I thought that this was really good because sometimes I'm not sure if I am supposed to include myself."

Many respondents listed respondents according to age, beginning with the oldest person in the household. Most respondents living in multiple-person households did not list themselves as Person 1. They could be Person 3, for example, if there were two older persons in the same household.

Several respondents suggested that it would be better to place the items under "BE SURE TO INCLUDE" above the list of household members, so that respondents would read these points before completing the list. Many respondents read the examples of whom to include very carefully; a few did not, only glancing at the text.

A respondent who had a daughter away at university clearly understood that she was to include her on the list of household members.

Almost all respondents preferred Option 2, mainly because it provided the important information to include persons "who are temporarily away on business, at school or on vacation" before they complete the list of household members. One respondent did not understand the word "temporarily" but thought that it meant "right now".

STEP 3

Did you leave anyone out of Step 2 because you were not sure the person should be listed?

A few respondents commented that this question was a good reminder about whom should be included as household members. The respondent who had first included her daughter (who had recently moved to a new address) in Step 2 realized that she had made a mistake at this point. This happened as soon as she read "a person who has moved recently"; she then decided that her daughter should not be included on her census form.

Some respondents did not mark "No" or "Yes" because they did not see the response circles. One respondent said that he saw the "Yes", but did not see the "No" (he explained that he only saw the "Yes" because of the 01 data capture code beside it; the "No" did not have a code like this).

STEP 4

Are ALL persons in this household:

- government representatives of another country and their families; or
- members of the Armed Forces of another country and their families; or
- residents of another country visiting Canada, for example, on a business trip or on vacation?

Many respondents found Step 4 confusing and difficult to understand. They had to read it twice before deciding that they should answer "No". As one respondent said, "When I first read Step 4, I thought it didn't make sense at all...when I read it again, it made sense."

The difficulties seemed to be caused mainly by the length of the question. One respondent thought that her confusion was due to its format, and suggested that a "?" should be placed at the end of each bulleted item.

Some respondents found the terminology "government representatives" unclear. One respondent said she took awhile to answer the question because her husband was a government employee. People who had come to Canada from another country also took a few moments to comprehend what "government representatives" actually meant. One respondent, whose first language was not English, did not understand the meaning of "representatives" at all.

STEP 5

If ALL persons in this household are staying here temporarily AND have a usual home somewhere in Canada, enter the total number of persons in this box.

As in Step 4, many respondents had to read Step 5 at least twice before they understood it. One respondent said, "Step is difficult -- I don't really understand what it says."

Respondents did not grasp all aspects of the content of this question. For example, they often missed the concept of "All" and, if they had (for example) one person staying here temporarily, they would (incorrectly) write "1" in the box provided. Other respondents did not seem to notice "in Canada" and referred to visitors from outside the country. One respondent (for whom English was his second language) said that he did not understand the word "temporarily".

Some respondents wrote "0" in the response box. These respondents as well as those who wrote "1" or "2" (i.e., a number that was less than the total number of household members) then became confused by the instruction beside the box "Do not complete this questionnaire...." For example, one respondent wrote "1" for a roommate, with a usual home elsewhere in Canada, who was living with him temporarily and who would likely move out two or three months later. He then said, "Step 5 is difficult" and, after reading the instruction "Do not complete this questionnaire...", he remarked "This is weird". Another respondent suggested there should be "no" and "yes" categories; otherwise, the existing format "looks contradictory" [with the instruction "Do not complete this questionnaire..."]. One respondent wrote "N/A" (meaning not applicable) because Step 5 was confusing and because she felt she had to write in some answer.

STEP 6

Does anyone in this household OPERATE an agricultural operation?

Respondents had no problems with this question. All answered "No".

When shown Option 2 with the word "RUN" instead of "OPERATE", they still understood the question and would not change their answer.

Although more respondents preferred "operate" to "run", an overall preference was not clear. Preferences indicated were not strong preferences, and reasons for choosing one word over the other were mixed. Some respondents thought "operate" was the better word because it was more precise. One respondent (whose first language was not English) liked "operate" because the meaning of "run" was not immediately clear to her (she first interpreted it as meaning "running with your legs", but then she quickly realized what it meant in the context presented).

Some respondents preferred "run" because they did not like "operate" and "operation" in the same sentence. Other respondents preferred "run" because it was a simpler word and thought that it might be easier for people whose first language was not English. On the other hand, one respondent thought just the opposite -- that "operate" would be the easier word for people with English as their second language! However, it was determined that respondents, whose first language was not English, were just as mixed in their preferences of "operate" versus "run".

STEP 7

In Question 1 on the next page, copy the names from Step 2.

HOUSEHOLDS WITH MORE THAN SIX PERSONS

Most respondents read the information in Step 7. The message about "HOUSEHOLDS WITH MORE THAN SIX PERSONS" was clearly seen by respondents. Its placement, therefore, is effective.

At first, the 3 respondents with more than 6 persons in their household were not exactly sure what to do at this point. None asked for a second questionnaire. One gave information (name, relationship, sex, marital status) for the seventh person in the Comments on the last page of the 2A form. The two other respondents completed the 2B questionnaire: one did not write any of the additional names of the other persons in the Comments, the other respondent had already written the name of only the eleventh person (left off the list in Step 2) in the Comments.

Several respondents, however, became a little confused about what they were supposed to do at this point. Noting that they had just listed household members in Step 2, they were somewhat unsure about what they were now being asked to do -- especially when then read the instruction "enter the first six on this questionnaire". For example, one respondent who was completing the 2A form said, "I am confused whether this refers to page 2... 'enter' is not clear...." When respondents turned to page 4, it became clearer what they were supposed to do.

One respondent suggested that Step 7 should be moved to page 4 so that people could identify Step 7 with Questions 1 and 2.

1. NAME

In the spaces provided, copy the names in the same as in Step 2.
Then answer the following questions for each person.

Respondents, after a little hesitancy at first, easily understood that they were to enter the names of household members in the same order as in Step 2.

A couple of respondents commented that they did not like the format going across the page. They would prefer to have the names listed vertically. Others, however, commented that they liked the horizontal layout.

In completing pages 4 and 5, respondents either completed Questions 2 to 6 (Questions 2 to 7 on the 2A form) for each person separately or completed one question at a time for all household members. After they reached Question 7 (page 6) on the 2B questionnaire, all respondents completed every question by going across the page horizontally for each household member. The only exception was a respondent who answered Questions 1 to 48 for each respondent separately, re-reading every question for each person. It took her 50 minutes to answer the questions for herself (Person 1). She then took another 40 minutes to complete the questionnaire for Persons 2 and 3, for a total of 1½ hours (much longer than if she had completed the questionnaire one page at a time for all household members together). Since there were 3 persons in her household, she ended up reading each question 3 times!

2. RELATIONSHIP TO PERSON 1

For each person usually living here, describe his/her relationship to Person 1.

Several respondents at first did not know how to answer this question, especially if they had not listed themselves as Person 1. Because they wanted to provide accurate information about family relationships, they tried to look for other relationships within the household that were not given as response options. For example, Person 3 (in some cases, the respondent) might be the "husband or wife" of Person 2, or Person 3 the "son or daughter of Person 2". They did not feel entirely

comfortable answering that Person 3 was the "son-in-law or daughter-in-law of Person 1" or that Person 3 was the "grandchild of Person 1". To them, this did not seem the right way to express some relationships. In another case, one respondent said that she did not understand the meaning of Person 1 (seeing it by itself in the response area) and wanted to indicate that Person 1 was the "mother of Person 2".

Ultimately, respondents understood what they were required to do in Question 2 and, for the most part, answered correctly. A few noteworthy situations were observed, including:

- One respondent became somewhat confused by the data capture codes under Person 2, and first checked the relationship for all household members under the response categories for Person 2. Later, he realized his mistake and corrected his answers for each person.
- One respondent (for whom English was his second language) had two step-daughters. He did not see any response category for "step-children", so he decided the most accurate answer would be "daughter-in-law".
- One respondent looked for an example of "aunt" on the list of examples and couldn't find it there. Eventually, she wrote "aunt" in the "Other" response box.
- One respondent wrote "Houseguest" for two household members. She did not consider them to be roommates, or to be lodgers or boarders because they didn't pay any rent.
- One respondent checked "Roommate" for Person 2, and wrote the relationship of "Aunt" in the "Other" box. She then noticed her mistake, erased the checkmark, and explained that she had first thought the response circle beside "Roommate" was the circle for the "Other" box below.
- One respondent did not see the category "Grandchild of Person 1" and wrote "Grandson" in the "Other" box.

3. DATE OF BIRTH

Enter day, month and year.

Only one respondent made a mistake because of the pre-coded "1". He first wrote "47", but then immediately changed his answer to "947". He commented that usually the "19" is pre-printed.

One respondent (who answered correctly for Persons 1 and 2) reversed the day and month for Person 3. Another respondent suggested using a number greater than 12 (instead of 10) for the example of day.

Several respondents had difficulty remembering the date of birth for other household members, especially if they were not relatives. In all cases, they said they would check with the person to determine the correct date of birth.

4. SEX

No problems with this question.

5. MARITAL STATUS

A couple of respondents thought it was strange to be asking about the marital status of young children.

One respondent did not check "Married" or any other response for his brother because he had not listed his sister-in-law in Step 2.

6. Is this person living with a common-law partner?

Some respondents (after checking legally married in Question 5) commented that they did not see the point of asking Question 6. They felt that the answer to Question 6 should be obvious based on their answer to Question 5.

The respondent who had coded his step-daughters as his daughter-in-laws (because he thought this was the most accurate answer) was at first confused by the meaning of common-law in Question 6. (English was not his first language.) He said: "I don't live with common-law partners. Should I take my daughters as common-law partners since it is specified above that they are daughters-in-law, not step-daughters? I am a little confused". Eventually he answered correctly.

7. What is the language that this person first learned at home in childhood and still understands? (2A questionnaire only)

See comments for Question 12 on the 2B questionnaire.

Note: The following comments for Questions 7 to 48 and H1 to H8 apply only to the 2B questionnaire.

ACTIVITY LIMITATIONS

Some respondents did not understand what was meant by "Activity Limitations".

- 7. Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem:**
- (a) at home?
 - (b) at school or at work?
 - (c) in other activities, for example, in transportation, to or from work, or in leisure time activities?

Part (a) did not provided any problems, except that one person did not understand the word "limited" in the response "Yes, limited". However, he understood it in the question "Is this person limited...?".

Several respondents were confused by part (b), especially if they did not work or go to school. These respondents did not always see the "Not applicable" response option. Some respondents decided not to answer (b) and (c). One respondent asked, "For infants, do you mark "No, not limited" or "Not applicable"? She eventually decided to check "No, not limited".

8. Does this person have any long-term disabilities or handicaps?

One respondent, who had a speech disability, did not answer Question 8 at all. He was not sure if his disability should be considered a long-term disability or handicap.

LANGUAGE

9. Can this person speak English or French well enough to conduct a conversation?

No problems with this question.

10. What language(s), other than English or French, can this person speak well enough to conduct a conversation?

No problems with this question.

11. What language does this person speak most often at home?

One respondent marked English and wrote in another language, apparently not noticing "most often".

12. What is the language that this person first learned at home in childhood and still understands? (Question 7 on the 2A questionnaire)

A couple of respondents entered English and wrote in another language. To them, this question was asking "What is the language that this person first learned at home in childhood and still understands -- *English or French?*" They then answered "English" (because English was the *best* choice of the two categories "English" or "French"), and also wrote in another language that was the *right* answer to the question.

SOCIO-CULTURAL INFORMATION

13. Where was this person born?

No problems with this question, except that one respondent said that she was not certain about where she was born because she was adopted. She eventually marked "Ontario".

14. Of what country is this person a citizen?

No problems with this question. One respondent wrote "Stateless" for all household members because this is what is indicated on their Canadian government documents.

15. Is this person now, or has this person ever been, a landed immigrant?

No problems with this question.

16. In what year did this person first become a landed immigrant?

No problems with this question, except that a couple of respondents had a little difficulty remembering the exact year when they first became a landed immigrant.

17. To which ethnic or cultural group(s) did this person's ancestors belong?

All respondents preferred Option 2 (with the examples of ethnic and cultural groups).

Some respondents did not understand what Question 17 was asking until they saw the examples in Option 2. These respondents had difficulty understanding the words "ethnic", "cultural" and "ancestors". One respondent asked "What do you mean by ethnic or cultural group -- doesn't it mean race?" Another respondent said that he did not understand the question at all, but thought that it might be asking about what "tribe" he belonged to.

Three respondents did not answer Question 17 until shown Option 2. One of these respondents, for example, immediately that he should answer "Chinese".

Some respondents wondered, for example, whether they should write "English" or "British", "English and Scottish" or "Anglo", "English and Irish" or Canadian, "Chinese" or "Vietnamese", etc. After being shown the examples, some indicated that they would change their answer, for example, from "South Asian" to "East Indian".

One respondent (who wrote "African" at first) did not like Question 17 because, as she explained, she considered herself to be "ethnically African, but not culturally African -- therefore, it's difficult to

answer". When shown Option 2, she immediately answered "Jamaican" (one of the examples provided).

Two respondents, whose first language was not English, looked for their own ethnic group(s) (Romanian and Spanish) in the list of examples, and since they were not included, decided that the best answer (from the list provided) was "Canadian". Obviously, they either did not see or did not understand what "etc." meant at the end of the list of examples.

One respondent, who was Jewish, considered "Jewish" as a religion and wondered why the examples did not also include "Christian" or "Muslim".

A few respondents missed the concept of ancestors, and tried to answer for themselves. For example, one woman said she was born a Hindu but was now a Christian. She eventually wrote both "Hindu" and "Christian". When shown Option 2, she said should write "East Indian".

Other respondents were somewhat unsure what to answer for their children, especially if the children were born in Canada.

One respondent refused to answer Question 17 on the grounds that he wondered about the reasons behind asking the question.

18. Is this person an Aboriginal person, that is, North American Indian, Métis or Inuit (Eskimo)?

No problems with this question. Only one respondent did not seem to understand what was meant by an "Aboriginal person". The examples of "North American Indian, Métis or Inuit (Eskimo)" clarified the meaning of "Aboriginal person" for some respondents who were recent immigrants to Canada.

One respondent refused to answer Questions 18 to 21 because he wondered about the relevance of these questions (this was the same respondent who refused to answer Question 17). He considered them to be "slightly offensive".

19. Is this person: ...

Most respondents had no problem with this question.

A few respondents born outside Canada were somewhat unsure how they should answer, especially for their children who were born in Canada. One respondent, for example, finally decided to check "White" and write "East Europe - Romania" for Persons 1 and 2 but "Canadian" for Person 3 (her son). Another respondent checked "South Asian" for himself and his wife, and then said "My children are Canadian -- they were born here". He looked for a "Canadian" category, and when he couldn't find one, he (reluctantly) decided to also check "South Asian" for his children. Similarly, a Latin American who indicated "Latin American" for himself was very uncomfortable marking "Latin American" for his son; he said there should be a "Canadian" category.

One respondent did not see the instruction "Mark or specify more than one".

One respondent specifically mentioned the Note, and commented that it "softens the question and gives people a reason why the question is being asked".

A Somali respondent remarked that she was surprised (but pleased) to see "Somali" as an example after "Black".

20. Is this person a member of an Indian Band/First Nation?

No problems with this question.

21. Is this person a treaty Indian or a registered Indian as defined by the *Indian Act* of Canada?

No problems with this question.

(At top of page 12): Answer Questions 22 to 48 for each person aged 15 and over.

Most respondents did not see this instruction to answer Questions 22 to 48 for each person aged 15 and over. A few, however, did notice the heading "Remember, these questions are only for persons aged 15 and over" on a subsequent page, but typically not until page 16 or later. Therefore, the reminder note at the top of subsequent pages was useful for some respondents.

A couple of the respondents who did notice the instruction at the top of page 14 wondered why the "cut-off age was 15". They felt they could answer the Mobility questions for children, noting the fact that they had already answered questions on Marital Status, *etc.*, which they considered "odd" or "strange" questions to be asking about children. One respondent commented that Question 17 need not be answered for children since the information could be determined from the parents' answer.

One respondent, who noticed and read the instruction, interpreted it as meaning that *respondents* under 15 years old were *not* supposed to answer Question 22 and subsequent questions -- since he was over 15, then he answered for all household members, including children under 15! Respondents who did not see the instruction at the top of page 12 said that it did not catch their eye, often noting that the background colour of dark green blended in with the dark green background behind Person 1, *etc.* They suggested that the instruction should be in a different colour or have a black background instead of green.

However, this type of change would not solve the problem entirely: as respondents were observed, it became very clear that when they finished answering pages 10 and 12, they immediately turned to page 14 and their eyes automatically focused on 22 (the question number) without reading the headline instruction across the top of the page. In a sense, they did exactly what they had been "trained" to do up to this point in the questionnaire (they had been seeing and reading the Question number and question itself at the top of each page for at least 3 or 4 pages).

MOBILITY

22. Where did this person live 1 year ago, that is, on May 14, 1995?

One respondent checked both "Lived at the same address as now" and "Lived in the same province/territory, but at a different address". This was because he read the second answer category as "Lived in the same province". He stopped reading at the "/" and, even when the rest of the answer "but at a different address" was pointed out to him, he still thought he had answered correctly.

Respondents found the arrows helpful in directing them to the City and Province write-in boxes.

23. Where did this person live 5 years ago, that is on May 14, 1991?

One respondent, who had moved from Toronto to Scarborough, commented that she liked the "Note". However, she did not write in "Ontario" in the box provided.

Question 23 worked well, and respondents seemed to find the arrows helpful in directing them to the City and Province boxes. Although one respondent said that she didn't like the arrows (according to her, it made the census form look like an income tax form), she felt that they were helpful.

Although the arrows helped ensure that respondents who had moved wrote in the name of the City and Province or Country, most respondents did not check the response circle (code 09).

EDUCATION

Some of the Education questions (24 to 29) presented problems for many respondents. Some had to read these questions very carefully, often at least twice, before they answered. Persons educated outside Canada often had problems answering the Education questions. Specific types of problems that were encountered are summarized for each question.

24. What is the highest grade (or year) of secondary (high school) or elementary school this person ever attended?

One respondent, instead of writing in a number, put a check in the boxes for all members of the household, meaning that each of them had completed grades between 1 and 13.

One respondent commented that she was a little confused by the terminology "secondary school" because she had grown up in the United States.

25. How many years of education has this person completed at university?

One respondent wondered about what to do because her university education was in another country (she thought the level/number of years may not correspond between the two countries). She eventually answered by writing in the number of years, but wasn't certain that her answer was accurate in terms of what the question was asking.

26. How many years of schooling has this person ever completed at an institution other than a university, a secondary (high) school or an elementary school?

One respondent felt that this question was not sequenced properly. He suggested that Question 26 should be asked before Question 25, because university is a higher level of learning. More Canadians, he also said, would have attended a non-university institution and, therefore, Question 25 should be asked before Question 26.

One respondent said that it was not clear how to answer this question because of differences between the education system in Canada and that of other countries.

27. In the past eight months (that is, since last September), was this person attending a school, college or university?

One respondent said that she did not understand "CEGEPs".

28. What certificates, diplomas or degrees has this person ever obtained?

Respondents who checked "None" often missed the skip "Go to Question 30". Some, however, did notice the skip.

A couple of respondents thought that they could only check one circle (*i.e.*, highest level of education).

One respondent asked how to answer for a person who has not yet completed their university degree. He decided to write "3 years" over the circle for "Degree in medicine...."

A respondent, who had attended university for only 1 year, thought that she had a B.A. (but she wasn't sure). She checked "Bachelor's degree(s)". Two respondents asked what was meant by a "university certificate".

One respondent, when answering for a person who had had no schooling, mentioned that this person had taken a citizenship course after coming to Canada.

29. What was the major field of study or training of this person's highest degree, certificate or diploma (excluding secondary or high school graduation certificates)?

One respondent was unsure whether she should check that her "highest qualification is a secondary/high school graduate certificate." She had completed high school equivalency. She noted that this question did not make reference to high school equivalency but that a response category in Question 28 did ("secondary/high school graduation certificate or equivalent").

Another respondent, whose first language was neither English nor French, misunderstood the question and wrote "75%" (meaning the highest grade she had obtained in her most recent training).

One respondent wrote "Various" for "Major field of study or training" because he had studied so many different things.

The examples were helpful for some respondents.

HOUSEHOLD AND LABOUR MARKET ACTIVITIES

Respondents understood what was meant by "household activities". Many, however, did not understand "labour market activities". A couple of respondents thought "labour market" had something to do with work around the house. One thought "labour market" had something to do with "marketing". Therefore, the link with paid work was not clear.

30. Last week, how many hours did this person spend doing the following activities?

- (a) Doing unpaid housework, yard work or home maintenance for members of this household, or others.
- (b) Looking after one or more of this person's own children, or the children of others, without pay.
- (c) Providing unpaid care or assistance to one or more seniors.

Most respondents reacted very favourably to Question 30 on unpaid work, and some commented that Question 30 was a very important question to be asking. As one respondent said, "I am happy to see these questions...a lot of people do what I do, and it should be recognized somehow....it's really important and shows that someone somewhere has recognized that this is really a major part of society."

Only a couple of respondents found it difficult to answer parts (a), (b) and (c). Some commented that their answers were "rough" estimates. Answers varied considerably, depending on what they included as unpaid work and how they estimated the number of hours. Part (b) caused the most significant problem. Some respondents were uncertain about how to estimate hours for looking after their children (for example, "do you include the time when they are sleeping?"). Because of this difficulty, one respondent decided not to answer part (b).

Most respondents read the examples provided in parts (a), (b) and (c). Some, however, even after reading the examples, did not account for all hours spent on unpaid work. For example, one respondent said that he did not include any time that he spent driving his son to school every day (because, in his words, "it doesn't seem a big deal").

Some respondents commented that "volunteer work" should also be included. A couple of respondents specifically said that they looked for a question on "volunteer work" when they saw Question 30.

31. Last week, how many hours did this person spend working for pay or in self-employment?

Almost all respondents missed the skip instruction "Go to Question 37". Even if they noticed it, they sometimes did not pay attention, forgetting about it when they turned the page. Subsequent discussion with the respondents identified possible reasons why this happened, including:

- Reading/turning the page too quickly. As one respondent said, "I was going too fast."
- The skip is the last line on the page.
- The skip is not bold enough, or should be in capital letters.
- The skip is on the line below the answer box and too far from it.
- "Continue with the next question" is printed in bold and distracts from the "Go to Question 37".

One respondent suggested that arrows should be used to "draw your eye" to the skip, as in Questions 23 and 43.

Two respondents misread Question 31 at first. They read "Last week, how many hours did this person spend working for pay in self-employment? They missed the word "or" in "working for pay or in self-employment".

One respondent wrote "0" beside "Number of hours" instead of checking "None".

32. Last week, was this person on temporary lay-off or absent from his/her job or business?

Respondents, who were not working for pay, found this question difficult to answer. A couple did not answer it at all. To these respondents, the question was not applicable (because they had no job, they couldn't be absent or on temporary lay-off). One respondent wrote "Retired".

33. Last week, did this person have definite arrangements to start a new job within the next four weeks?

One respondent did not answer because "last week" was unclear. Another respondent noted that she had had a definite arrangement to start a new job last week, but that it had been cancelled. She decided that "No" was the best answer.

34. Did this person look for paid work during the past four weeks?

Some respondents saw the skip instruction "Go to Question 36", while others missed it.

One respondent answered both "Yes, looked for full-time work" and "Yes, looked for part-time work".

35. Could this person have started a job last week had one been available?

No problems with this question.

36. When did this person last work for pay or in self-employment, even for a few days?

Missing the skip instruction "Go to Question 48" was the major problem with this question. Almost all respondents missed it (for the same reasons as in Question 31 above).

One respondent missed reading "Mark one circle only". She checked the first three response circles because she worked all three years. She then read "Go to Question 48, and missed answering Questions 37 to 47 that she should have answered.

Two respondents read Question 36 too quickly and misread it as "When did this person last *look for work*, even for a few days?" One respondent caught this misinterpretation before answering. The other respondent explained that the previous Questions 32 to 35 on the same page had all dealt with looking for work, so that by the time he got to Question 36, he assumed that it was also about looking for work.

- 37. For whom did this person work?
- 38. What kind of business, industry or service was this?
- 39. What kind of work was this person doing?
- 40. In this work, what were this person's most important duties or activities?

Respondents did a lot of thinking as they provided answers to Questions 37 to 40. They began to become frustrated as they went on, especially by Questions 39 and 40. To some, the questions seemed repetitive. They felt the answers to Questions 39 and 40 were obvious based on their answers to Questions 37 and 38. For this reason, they sometimes chose not to answer Questions 39 and 40.

One respondent felt (fairly strongly) that the examples provided in Question 40 were "intimidating". She went on to explain that "the examples [at the beginning of the list] are very professional...they should be ordinary types of things like housecleaning and babysitting."

- 41. In this job or business, was this person mainly: ...

Most respondents saw the skip "Go to Question 43". One respondent, however, who saw the skip, thought that it meant to "continue with the next question".

- 42. If self-employed, was this person's farm or business incorporated?

Respondents, who did not see the "Go to Question 43" in the previous question, did not answer Question 42 because they knew that "self-employed" did not apply to them.

- 43. At what address did this person usually work?

Generally speaking, respondents liked and found the arrows helpful. The arrows helped ensure that they specified their work addresses as completely as possible. However, many respondents did not check the response circle (code 10).

One respondent commented that she found the example helpful.

One respondent refused to write the work address for his wife, because he felt this was confidential information that he was not authorized to provide.

Most respondents did not know postal codes, especially for other household members. In addition, they did not always know exact street addresses for other household members.

- 44. How did this person usually get to work?

No problems with this question, except that one respondent did not see why (the importance of) this question was being asked.

- 45. In this job, what language did this person use most often?

Two respondents indicated two languages, even though the question asked for the language used "most often".

The alternate working, "At work, ...", was discussed with respondents. Most respondents did not see any difference between "In this job" and "At work". Some expressed a preference for "At work", but these preferences were not strong. One respondent preferred "At work" because it was more suitable for a person who had 2 jobs (but this person had obviously forgotten that Question 45 was asking about the job of longest duration since January 1, 1993). A self-employed respondent preferred "In this job" because he felt it was more appropriate than "At work" for a person who worked at home.

46. In how many weeks did this person work in 1995?

Respondents had to do some thinking to provide the number the weeks worked. Two respondents were not certain how many weeks were in a year, and provided answers of 53 and 54 weeks. A couple of respondents subtracted the weeks when they were on vacation. One of these respondents had read the instructions in italics, but said that she hadn't read them carefully enough to understand that she should include vacation weeks.

47. During most of those weeks, did this person work full time or part time?

No problems with this question.

INCOME IN 1995

48. During the year ending December 31, 1995, did this person receive any income from the sources listed below?

Answer "Yes" or "No" for all sources.

- *If "Yes", also enter the amount; in case of a loss, also mark "Loss".*
- *Do not include Child Tax Benefit.*

PAID EMPLOYMENT:

- (a) Total wages and salaries *including commissions, bonuses, tips, etc., before any deductions*

SELF-EMPLOYMENT:

- (b) Net farm income (gross receipts minus expenses) including grants and subsidies under farm-support programs, Marketing Board payments, gross insurance proceeds
- (c) Net non-farm income from unincorporated business, professional practice, etc. *(gross receipts minus expenses)*

INCOME FROM GOVERNMENT:

- (d) Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance *from federal government only (provincial income supplements should be reported in (g))*
- (e) Benefits from Canada or Quebec Pension Plan
- (f) Benefits from Unemployment Insurance *total benefits before tax deductions*
- (g) Other income from government sources *such as provincial income supplements and grants, refunds of GST, provincial tax credits, workers' compensation, veterans' pension, welfare payments. (Do not include Child Tax Benefit.)*

OTHER INCOME:

- (h) Dividends and interest on bonds, deposits and savings certificates, and other investment income, *such as net rents from real estate, interest from mortgages*
- (i) Retirement pensions, superannuation and annuities, *including those from RRSPs and RRIIs*
- (j) Other money income, *such as alimony, scholarships*

(k) TOTAL INCOME FROM ALL OF THE ABOVE SOURCES

Although many respondents found Question 48 difficult to answer, the question worked much better than in earlier testing.

The headings "Paid Employment", "Self-Employment", etc. definitely helped respondents in answering items (a) through (j). Some problems, however, did occur because of these headings:

- One respondent who was self-employed at first thought that he should report his income under "Paid Employment", but upon seeing the heading "Self-Employment" immediately entered his income in the box provided (opposite item (b)). However, this was a mistake. It should have been entered opposite item (c) because it was *non-farm* income. To him, the response box for "Self-Employment" income appeared to be opposite the heading; he did not even read item (b).
- One respondent commented that item (d) at first appeared to be the only item under "Income from Government", apparently because of the spacing/formatting of items (e) to (g) that followed.
- Several respondents missed item (k), "Total Income from All of the Above Sources". Two respondents said they missed the total because it appeared to be just another item under "Other Income". They might not have missed it, they said, if item (k) had been left justified with the other headings.
- One respondent thought that item (k) was the total of items (h), (i) and (j) because of its relative placement under the heading "Other Income".

Most respondents checked "Yes" when they reported income (except for (k), Total Income, where they often did not check "Yes"). Respondents usually failed to check "No" when they had no income to report. This frequently happened for "Income from Government", parts (d) through (g). Some respondents said they were confused by "Yes" and "No" for each item. As one respondent asked, "Yes to what?" Another respondent said that "the Yes/No stuff was a little much".

One respondent was confused by "Loss". He asked, "Do I mark 'Loss' because I was unemployed?"

A few respondents forgot to report GST refunds. One respondent questioned the meaning of "refunds of GST".

One respondent remarked that she liked the fact that "welfare payments" was included with other types of government income in (g). According to him, this was good because the respondent did not have to specify the exact source of income.

Two respondents wondered about FBA (family benefits) programs, and said they were not included under "Income from Government". One of these respondents commented that "*family benefits* and *welfare* are two different things".

One respondent was not clear if RRSP interest should be considered as income in (h).

One respondent questioned whether she should include as income the money she received from the Ontario Student Assistance Program (OSAP), but then decided that she should not because it was a loan.

Two respondents were not certain about where to (or if they should) include child support payments.

One respondent commented, "I have a complaint. Why bother with cents? It should be a round number."

A few respondents felt that Question 48 was asking very personal information.

Answer Questions H1 to H8 about this dwelling.

Several problems were observed with Question H1 to H8. These are summarized below.

Of special note is the situation of one respondent (Person 2). Person 1 (the parent of Person 2) owns the dwelling, and Person 2 pays rent to Person 1. Person 2 answered as follows:

Question H1: Person 1 and Person 4

Question H2: Owned ...

Question H7: Rented (\$350.00 per month)

Question H8(a): None

Question H8(b): Yes

Question H8(c): \$3,000 per year

STEP 8

A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters.

Most respondents read the definition; some did not. One respondent did not exactly understand the word "dwelling", even after reading the definition. She lived in an apartment building. In her opinion, she did not live in a dwelling because the definition made a dwelling seem "more like a family house".

H1. Who pays the rent or mortgage, taxes, electricity, etc., for this dwelling?

One respondent (not the one mentioned above) first thought that Question H1 only referred to houses, but then she read the definition and understood.

Another respondent checked "Person 2" because 2 persons (*i.e.*, Persons 1 and 2) pay the rent.

H2. Is this dwelling: ...

No problems with this question.

H3. (a) How many rooms are there in this dwelling?

Include kitchen, bedrooms, finished rooms in attic or basement, etc. Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.

(b) How many of these rooms are bedrooms?

Several respondents did not answer part (a) correctly. The following examples illustrate the mistakes that were made:

- One respondent answered 2 bedrooms, because he thought his living room and kitchen should not be included.
- One respondent included bathrooms, because he missed "Do not" at the end of the third line in the instructions. He also included a cold storage room and a laundry room in the basement. He had

read the instructions as to "count bathrooms,...." Another respondent suggested that "Do not" should be in bold print.

- One respondent did not count the kitchen because he understood that the instructions said *not* to count the kitchen.
- One respondent did not include a finished basement room because they "don't really use it".

Part (b) was answered correctly by all respondents.

H4. When was this dwelling originally built?

Many respondents could only provide an estimate. Two respondents had no idea when their dwellings were originally built. One, therefore, did not answer the question at all, while the other checked "1920 or before".

H5. Is this dwelling in need of any repairs?

No problems with this question. A couple of respondents were curious about why a questions on repairs was being asked.

Answer Questions H6 to H8 for only the dwelling that you now occupy, even if you own or rent more than one dwelling. If the exact amount is not known, please give best estimate.

Note: *If you are a farm operator living on the farm you operate, mark here and go to Step 9.*

Almost all respondents read this statement and the Note. Some looked a little puzzled about the Note as they were reading it.

H6. For this dwelling, what are the YEARLY payments (last 12 months) for:

- (a) electricity?
- (b) oil, gas, coal, wood or other fuels?
- (c) water and other municipal services?

Several respondents answered Question H6 incorrectly. Sometimes, they could only provide estimates. Most estimates appeared to be reasonably accurate. Some were not. For example, one respondent (who lived in a single family house) underestimated her annual payments, reporting \$350 for electricity payments and \$350 for fuel payments.

The following problems were observed:

- Respondents did not seem to notice "OR", even though it was in large bold print.
- Many respondents were confused by the response option "Included in rent or other payments". Most respondents, whose payments were included in the rent, simply checked the response box (as required). Others interpreted the response option as meaning that their payments were "included in rent" OR "included in some other payment". They interpreted "other payment" as a "separate payment". Because they paid their electricity, for example, separately, then they checked both "Included in ... other payment" and entered the yearly payment in dollars.
- One respondent checked the response option "Included in rent...", and (incorrectly) entered her yearly rent in the box on the same line.
- Two respondents remarked that the format of this question was different than on other forms that they were familiar with completing, such as application forms for social assistance.

H7. For RENTERS only: What is the monthly cash rent paid for this dwelling?

One respondent provided the yearly rent paid, because she had provided answers in the previous question "per year" and did not notice "monthly ..." and "per month" in Question H7.

H8. For OWNERS only, answer parts (a) through (f):

- (a) What are the total regular monthly mortgage or loan payments for this dwelling?
- (b) Are the property taxes (municipal and school) included in the amount shown in part (a)?
- (c) What are the estimated yearly property taxes (municipal and school) for this dwelling?
- (d) If you were to sell this dwelling now, for how much would you expect to sell it?
- (e) Is this dwelling part of a registered condominium?
- (f) What are the monthly condominium fees?

Some respondents missed the skip instructions in parts (a), (b) and (e). One respondent wrote in ".00" in part (d), while another wrote "200 TH" (meaning 200,000).

STEP 8 (2A Questionnaire) / STEP 9 (2B Questionnaire)

You have now completed your questionnaire. Please mail it today.

Thank you for your co-operation.

Most respondents read the information in Question 9. One person suggested that the respondent should also be told "You don't require a stamp".

Guidelines for Questions 2 and 7 (2A Questionnaire only)

Only a few respondents read the Guidelines and, if they did, then they did so very quickly. Respondents usually glanced at the heading "Guidelines for Question 2 and 7" and read no further.

Only one respondent actually used the Guidelines for help. He read them to look for help to answer Question 7 (but only after he had completed the entire form); he found the guideline for Question 7 helpful.

Several respondents suggested that it would be better to put the Guidelines on page 1 or near the beginning of the questionnaire. The message "Please see page 6" on page 1, they felt, was not clear enough. In the words of one respondent, "People aren't going to read page 6 first...it's too far back to put the Guidelines."

Reasons why we ask the questions (2A Questionnaire only)

Again, most respondents did not read the text under "Reasons why we ask the questions."

Respondents were asked to read the text, and after doing so, usually commented that this was good information for respondents. As one respondent said, "I like being told how the information will be used." Another respondent noted that the information about Questions 2 and 7 was repetitive between the two sections "Guidelines" and "Reasons"; she suggested putting the Guidelines and Reasons together.

The law protects what you tell us (2A Questionnaire)

THE LAW PROTECTS WHAT YOU TELL US (2B Questionnaire)

2A respondents usually did not read this section. 2B respondents were more likely to notice the bolder heading and larger print on the 2B form. Some 2B respondents read the message quickly.

Respondents felt that the information was important. They made comments such as:

- *It's good information. It's good to know that your name and telephone number is not going to be given out.*
- *The reassurance is good.*
- *The message is straightforward. It's important to include. It helps reassure people that the information will be kept confidential.*
- *The message should be at the beginning of the questionnaire so that people can know this before they begin.*
- *This message is helpful.*
- *It's good to remind people that this information is confidential.*
- *People won't notice the message here -- after the questions are completed.*
- *I am concerned about whether other groups can get my name and information.*
- *I read the message carefully, and it made me feel more comfortable.*

Role of the Census Representative (2A Questionnaire)

ROLE OF THE CENSUS REPRESENTATIVE (2B Questionnaire)

Almost all 2A respondents did not read this section. A couple of 2B respondents read it quickly.

After being asked to read it, respondents felt that the message was "okay". One 2A respondent, however, said, "It makes me feel uncomfortable. Just above, it says there's privacy, now I learn someone else will be looking at my form." Another respondent commented, "I assume the census representative would also take an oath of secrecy."

Respondents' General Comments about the 2A Questionnaire

Most respondents expressed surprise about how little time it took to complete the 2A form. Upon completing the questionnaire, examples of their remarks are:

- *This is it?*
- *That's all?*
- *That's it?*

They also felt that the 2A questionnaire was easy and straightforward to answer. Their comments included:

- *The questionnaire is easy, very straightforward.*
- *It's pretty good. It's very easy, very understandable.*
- *The questionnaire is straightforward. I didn't find any problems.*
- *The questionnaire is really straightforward. I don't see the need to write down the children's names. But re-arrange Step 4 to make it a lot more specific and readily understood.*
- *It was pretty easy. Nothing seemed beyond my comprehension. It was fairly easy and straightforward.*
- *There wasn't any non-inclusive language. That's good. It is up to government to ensure that their language reflects that view.*
- *That was easy...pretty straightforward and simple. However, I don't like the columns [pages 4 and 5]...I would like the questions at the top. The colour has to go.*

Respondents' Comments about the Colour of the 2A Questionnaire

Respondents were not enthusiastic about the colour (dusty rose) of the 2A questionnaire. Most described it as "bland". One respondent had a strong opinion about the colour, and commented that "the colour is different...you usually don't see this colour on anything official or reports...it's not a colour that grabs your eye...it's unusual...I would pick reds and blues to grab your attention...the colour is something that I would use in my living room...it's not a take-charge colour...I like it, but not on a piece of paper." Another respondent, also said, "the colour doesn't catch my attention...it doesn't look like the Canadian government...I would prefer the Canadian colours of red and white." On the other hand, a couple of respondents liked the colour, describing it as "good" or "okay".

Almost all respondents liked the blue colour of the French version. Most preferred it over the colour of the English. One respondent wondered why the colours of the English and French versions were different.

Respondents' General Comments about the 2B Questionnaire

Respondents felt comfortable about completing the 2B questionnaire even if it took a long time. They did say it was long, but several felt that most questions seemed necessary.

In summing up their reactions to the 2B questionnaire, respondents said:

- The questionnaire is very detailed. I see the basic reasoning behind the questions. I didn't feel that the questionnaire was intrusive. But it's like a complicated government form. It's long, but not too long.*
- The questionnaire was a lot better than the last one. It's quite well laid out. And, nobody asked about my religion, and they didn't ask women how many children they had had -- both excellent improvements. There should be a message [at the end] to check your answers. I was taught not to provide race, sex, age, etc. on job applications, so I felt uncomfortable with those questions.*
- The questionnaire was easier than the last census. I liked the green -- it looked like outdoors or money. It was very easy and straightforward.*
- The questionnaire was very interesting. I felt really good about completing the form. I enjoyed it.*
- I had some problems. The questionnaire looks long, maybe too long.*
- It's awfully long, but I don't have a suggestion about how to make it shorter. Why do you want the cost of running a house? It's difficult for mature eyes to read at a distance. You lose your train of thought every so often. Sometimes you have to go back and read the question again.*
- Some of the questions were not clear (for example, Relationship to Person 1). A lot of the questions are good. The questionnaire was very detailed...more than I expected (for example, questions on education, salary, hours).*
- A few questions were not clear. I wondered about children at school; they're not working. I had problems with Question 17. The questionnaire is good except for those couple of questions. Its length is normal, alright.*
- I didn't quite understand what the questionnaire is meant for. I found some difficulty with the job questions. The questionnaire was good, but there are some difficult words for immigrants. I would use a dictionary at home, but would not phone the 1-800 number for help.*
- Why are certain questions asked? For example, about dwelling. And, why do you want to know exactly where I was working? I'm not that comfortable with that...probably my general mistrust of government. Provide more information about how the dwelling data will be used. It's not entirely clear that the questionnaire has to be filled out. Specify why.*

Comments about the Colour of the 2B Questionnaire

Most respondents liked the colour (green) of the 2B questionnaire. Many liked it a lot. One respondent, who liked the green colour, remarked that "green is good for spring" (noting that this is when the 1996 Census will take place). One respondent described the colour as "okay".

Only three respondents did not like the green: one, for example, said that it was "somewhat bland" but added that she had "never liked green". Another said that the green colour was "too drab". Two respondents suggested that they would prefer a "red and white" colour because "it's like the Canadian flag". A respondent, who said that she liked green, found the black with green "depressing". She would like a more positive colour ("to put you in a better frame of mind"), something like the last census which she remembered as orange and yellow.

Testing of the Mandatory Appeal Message for the 1996 Centralized Edit Test

Four options for the wording of the Mandatory Appeal message for the envelope that will be used during the Centralized Edit Test were tested with respondents at the conclusion of each one-on-one interview. The order of presentation of the options was rotated among respondents.

The four options were:

<u>Option 1:</u>	Census Form Enclosed RESPONSE REQUIRED BY LAW	Formulaire du recensement à l'intérieur RÉPONSE REQUISE PAR LA LOI
<u>Option 2:</u>	By Law, you must complete and return the enclosed census form.	En vertu de la loi, vous devez remplir et retourner le formulaire du recensement ci-inclus.
<u>Option 3:</u>	Complete and return the enclosed census form.	Remplissez et retournez formulaire du recensement ci-inclus.
<u>Option 4:</u>	Count yourself in! COMPLETE THE ENCLOSED CENSUS FORM	Soyez du nombre! REMPLISSEZ LE FORMULAIRE DU RECENSEMENT CI-INCLUS

It should be noted that assessing the four envelope options was not the main purpose of this study. The study's design took into account the more important objectives to investigate the 2A and 2B census forms, including an evaluation of the logo and messages on the cover page.

Findings about the envelope options should be interpreted with caution because respondents were shown the envelopes *after* they had completed the census questionnaire. Respondents were already conditioned by what they had read on the form's cover page and by the questions that they had answered. A more complete and accurate evaluation of the envelope options would have required a specially designed study for this purpose.

Nevertheless, the findings provide preliminary insights into respondents' reactions and opinions about the wording of the four different options. In many cases, strong opinions and definite preferences were expressed.

Respondents were asked to comment on each envelope option and to rank their preferences from the most preferred to the least preferred. Overall, respondents preferred Option 2 slightly more than Options 4 and 1. Option 4 was clearly the least preferred option. They also provided many interesting comments and observations. Strongest (negative) opinions were often expressed about Option 1.

The results of respondent rankings of the four options are summarized in the following table.

Respondents' Ratings of Envelope Options

Preference (ranking)	Envelope option (Number of respondents)			
	1	2	3	4
1st	4	7	2	6
2nd	8	3	3	5
3rd	1	6	8	4
4th	6	3	6	4
Average ranking	2.47	2.26	2.95	2.32

Respondents made the following types of comments about each option:

Option 1:

- *The message is bold, serious, to the point. It is important to convey that completing the census is required by law.*
- *I like this option because I wasn't sure that the census is required by law. It's important to know that it's required by law.*
- *The bold print is good, but it doesn't tell you what to do with the form.*
- *Option 1 doesn't tell me to "complete and return" the census questionnaire.*
- *The message should say something like "complete and return". Use a polite sentence, and you'll feel more like completing it.*
- *People may take this message more seriously.*
- *This message is better than saying "By law" at the beginning.*
- *Some people may take offence to this option.*
- *It's really direct.*
- *It's kind of authoritative. It's a little bit forward to put this message on the envelope...like Big Brother.*
- *It looks like an imposition.*
- *It looks like you're living in a dictatorship.*
- *I don't like Option 1 at all.*
- *The message is very strong. I don't like it. People should be asked politely.*

Option 2:

- *I like the message, but it should be in bold.*
- *Option 2 relays the message clearly.*
- *Option 2 is more polite than Option 1.*
- *Option 2 is gentler than Option 1. It wouldn't put as many backs up.*
- *Option 2 is a little bit gentler than Option 1. It would be excellent if this option had "Count yourself in!"*
- *Option 2 is more to the point that you have to return the census form.*
- *I noticed "must". It would ensure that I returned the questionnaire [because] I am afraid of the legal things -- it's my way. It's "like a push a little bit" [i.e., "pushy"].*
- *It's scary. It implies that there are going to be negative consequences if you don't. The language is very strong. It's very negative for immigrants and refugees from other countries.*
- *It says "By law". It's like a command...if we don't fill it out, we might go to jail.*

Option 3:

- *I like "complete and return". The "return" is important.*
- *It should say "Please".*
- *It should say "By law".*
- *The message may need to be stronger.*
- *I like "and return". Option 3 should be in bold. The message "by law" is important, and should also be in bold.*
- *It doesn't make the point that you have to return the census form. People won't do it if they don't think they have to.*
- *Should add something to the message such as a date.*
- *If people don't know what the census is, then they may think it's just junk mail and throw it in the garbage.*

Option 4:

- *The bold print catches your eye. I prefer Option 4 because of the bold print.*
- *I like "Count yourself in!" It sounds very enthusiastic.*
- *"Count yourself in!" is more polite.*
- *"Count yourself in!" sounds good.*
- *Option 4 is very friendly. Keep "Count yourself in!"*

- I remember "Count yourself in!" ... maybe from the last census.
- There's been advertising on TV for "Count yourself in!" ... maybe years ago. However, "Count yourself in!" implies you don't have to.
- The bolder print looks stronger. I really like "Count yourself in!" It seems familiar. It's an excellent slogan for the census. Is there some way to combine Options 2 and 4?
- The message is straightforward. I kind of like this one better. Options 1 and 2 seem a bit authoritarian. The capital and bold letters capture your eye.
- Option 4 is very soft. It should say something about "required by law".
- It says "Count yourself in!", but it doesn't say "Response required by law".
- I don't like "Count yourself in!"
- "Count yourself in!" shouldn't be on the envelope.
- "Count yourself in!" is old. People will take it for granted.

Respondents also provided comments on the general appearance of the envelope. Some felt that the upper left-hand corner was "too busy". Others said that "Census" and the logo should be larger, sometimes noting that "Recensement" was confusing to them. One respondent suggested that "Statistics Canada" and the Canada wordmark in the black banner should be smaller.

One respondent said that the French word "Recensement" is so long, people may think the contents of the envelope are in French. Another said that the meaning of "Census" placed just above "Recensement" might not be clear for people who were not familiar with the word "Census" -- they might think that "Census" was also a French word.

About half the respondents were asked their preferences regarding the colour of the census envelope (yellow, white or brown). Preferences varied, but most respondents preferred brown -- mainly because they associated a brown envelope with government. As one respondent said, "brown is a government colour". Those who did not like a brown envelope considered it "too ordinary". Although a couple of respondents liked the yellow envelope because it was "bright" and would "get noticed", many associated a yellow envelope with junk mail or with Loblaw's. Some felt yellow was "too bright". One respondent said that the yellow envelope was "very grating on the nerves". White (with black print) was generally considered "very standard" or "boring". A few respondents suggested using whichever envelope is "cheapest".

APPENDIX B

**Statistics Canada Report
(Jean-Pierre Morin)**





APPENDICE B

ÉTUDES QUALITATIVES POUR LES QUESTIONNAIRES 2A ET 2B DU RECENSEMENT DE 1996

**Rapport sur 12 entrevues en français à Montréal et à Ottawa
du 3 au 18 octobre 1994**

**Jean-Pierre Morin
Division des méthodes d'enquêtes sociales
Statistique Canada**



I. Introduction

Afin d'évaluer les dernières modifications apportées aux questionnaires 2A et 2B du recensement prévu pour 1996, une étude qualitative a été organisée à Montréal, Ottawa et Toronto du 3 au 18 octobre 1994. J'ai effectué 12 entrevues en profondeur en français¹, 9 à Montréal et 3 à Ottawa, en plus d'observer 2 entrevues en profondeur et 2 groupes de discussion à Montréal. Au total, 5 entrevues ont été faites avec le questionnaire 2A et 7 avec le questionnaire 2B.

Parmi les répondants rencontrés, 2 étaient des résidents étrangers, 2 étaient des immigrants reçus, 1 avait des origines autochtones, 7 avaient des enfants qui résidaient avec eux. La plupart n'avaient pas dépasser le niveau d'études secondaires. Plus de détails sur les caractéristiques des participants aux 12 entrevues sont donnés en annexe.

L'étude portait principalement sur la page couverture et les étapes de couverture des deux questionnaires, le nouveau guide intégré du questionnaire 2A et certains aspects du questionnaire 2B tels que l'origine ethnique, le travail non-rémunéré et le revenu. L'aspect du questionnaire considéré en priorité était la forme (présentation et agencement des questions, efficacité des supports visuels, instructions aux répondants, utilisation des symboles graphiques, etc.). Cependant, nous rendons compte dans certains cas d'observations relatives au contenu, soit à cause de leur importance, soit à cause de leurs relations étroites avec la forme.

Cette recherche a permis de mettre en évidence certains problèmes de détail qu'il sera possible de corriger dès maintenant et d'autres, plus profonds, qui nécessiteront plus de recherche pour arriver à une solution satisfaisante. Dans ce dernier cas, les problèmes étaient déjà connus et la présente recherche ne visait pas vraiment leur correction.

Le présent rapport donne une synthèse des informations recueillies au cours des 12 entrevues. Pour chacun des aspects des questionnaires pour lesquels des observations significatives ont été faites, on donne une description du problème, une évaluation de l'importance de ce problème et, s'il y a lieu, des recommandations pour la correction du problème.

¹ Notons qu'une des entrevues a été faite avec un questionnaire anglais car le répondant, bien que bilingue, se sentait plus à l'aise en anglais qu'en français et aurait rempli le questionnaire anglais le jour du recensement.

2. Observations générales.

Une fois de plus, la présente recherche a confirmé que, dans l'ensemble, les questionnaires du recensement présentent peu de difficultés à la plupart des répondants. Le questionnaire 2A surprend toujours les répondants qui le trouvent court et aisé à remplir (il est apparu fréquemment que la perception que les gens ont du recensement est largement fondée sur le questionnaire 2B). Le questionnaire 2B suscite un peu plus de problèmes mais les quelques critiques formulées par les participants portent plutôt sur la longueur et l'indiscrétion de certaines questions.

Les traits du comportement général des répondants déjà notés dans d'autres recherches (voir entre autres Gauthier (1994) et Morin (1994)) ont également été observés au cours de la présente étude. Ils remplissent le questionnaire le plus rapidement possible, ils ne lisent que ce qui leur permet de donner la réponse qui leur semble appropriée, ils manquent la plupart des aiguillages et leur attention diminue au fur et à mesure qu'ils remplissent le questionnaire, ce qui est important pour les dernières sections du questionnaire 2B.

Certaines des modifications qui ont été apportées au questionnaire à la suite de ces études ont manifestement amélioré la situation. Toutefois, dans le cadre d'une collecte par auto-dénombrement, ces mêmes études montrent clairement qu'il y a des limites au potentiel d'amélioration du questionnaire. Les obstacles principaux sont l'équilibre jamais véritablement atteint entre la précision et la clarté des questions et des instructions et la diversité de la population répondante au recensement qui fait souvent qu'une amélioration pour un groupe de répondants s'avère une détérioration pour un autre groupe.

3. Page couverture.

Aspect général de la page couverture. La majorité des répondants sont favorables à l'aspect actuel de la page couverture du questionnaire. Il trouve que cela "fait officiel" - il reconnaissent tout de suite un formulaire du gouvernement - tout en étant agréable à l'oeil. Il semble que les teintes de bleu utilisées ont largement contribué à cette impression positive. Certains se sont plaints cependant de la trop grande variété des caractères d'imprimerie utilisés sur cette page.

Première chose vue. Presque tous les répondants voient en premier lieu le titre du questionnaire "Recensement 1996" et le logo qui le précède (probablement à cause du logo). Cependant, très peu ont vu ensuite "Soyez du nombre! Le 14 mai 1996". L'explication la plus courante est l'attrait exercé par le second pôle de cette page qui est le "Commencez ici". D'autres ont dit que les caractères utilisés pour le "Soyez du

nombre!" sont trop petits et sur fond blanc. Par ailleurs, les interprétations variaient concernant la mention "Le 14 mai 1996". Il n'était pas clair pour tous que cela était le jour de référence du recensement. Certains ont dit que s'était la date limite pour envoyer le questionnaire (!).

Recommandation: Mettre plus en évidence le sous-titre du questionnaire

Logo. La plupart voient les personnes mais pas le drapeau. Le logo n'a pas beaucoup d'importance pour les participants.

Message. Presque tous les répondants ne lisent pas le message. Ils disent qu'ils savent d'avance ce que contient ce genre de message et qu'il n'est pas nécessaire de le lire pour être en mesure de répondre au questionnaire. Ils ont fait la remarque que le titre n'est pas assez évident. Une fois lu, ils aiment le contenu du message et qu'il ne manque rien. La partie sur l'obligation de répondre est trop subtile pour la plupart des répondants.

Adresse. Après avoir lu le titre du questionnaire, la plupart des répondants vont directement à l'étape 1 à cause du "COMMENCEZ ICI". Personne n'a indiqué de difficultés avec le contenu de l'étape 1. Personne n'avait d'objection à donner son numéro de téléphone (cependant, aucun des participants n'avaient un numéro confidentiel).

"On peut vous aider". Tous les participants ont vu cette note, mais à cause de l'utilisation des caractères gras, ils perçoivent le message comme une annonce pour un service d'aide téléphonique. La référence au guide, et surtout le guide intégré du questionnaire 2A à la page 6, est manqué dans la plupart des cas. Plusieurs répondants ont noté ensuite au moment où ils ont lu les lignes directrices du questionnaires 2A qu'il serait important d'y faire référence avant de remplir le questionnaire.

Recommandation: Équilibrer davantage l'utilisation des caractères gras. Il est inutile de mettre si évident le numéro de téléphone et il serait utile de mettre plus évident la référence au guide.

"Confidentiel une fois rempli". Un peu plus de la moitié des participants ont lu cette note. Tous croient qu'il est important de mettre cette note sur la page couverture du questionnaire, surtout le questionnaire 2B, et que, conséquemment, elle devrait être plus évidente. Lorsque demandé, la plupart des répondants avaient une interprétation à peu près correcte de ce qu'est la confidentialité mais peu y croyaient entièrement, surtout au niveau du partage des informations entre les ministères fédéraux.

Recommandation: Mettre mieux en évidence cette note.

Note sur l'obligation de répondre. Personne n'a vu cette note. Il semble que la petitesse des caractères utilisés et sa position sur le questionnaire en soient les causes principales. Toutefois, la grande majorité des répondants disent qu'il est très important de le dire et ils ne sont pas choqués par cela. De fait, étant donné l'importance de cette note, ils trouvent ridicules de l'imprimer en si petits caractères. Ils disent que c'est comme si nous avions quelque chose à cacher.

Recommandation: Mettre mieux en évidence cette note.

"Passez à l'étape 2". La moitié environ des participants ont vu cette note. La plupart pensent que c'est inutile parce que c'est évident qu'il faut tourner la page.

English on reverse. Très peu de participants ont vu les notes au sujet de la disponibilité du questionnaire dans l'autre langue officielle. Pour le 2A, les répondants se rendaient compte que le questionnaire était bilingue lorsqu'ils étaient rendu à la dernière page. Personne n'a réagi négativement à cette situation.

"Réservé au bureau". À cause de l'effet du logo et du titre, peu de répondants ont lu ou ont été incommodés par cette partie de la page couverture. Quelques uns l'avait vu mais ils ont vu également la note "réservé au bureau" et ont immédiatement passé à autre chose.

Note sur "comment répondre au questionnaire". Aucun participants ne s'est plaint de l'absence de cette note ni n'a éprouvé de difficultés à cause de son absence.

Recommandation: Ne pas mettre cette note sur le questionnaire du recensement de 1996

4. Page 2.

Étape 2.

Option. La plupart des répondants ont dit qu'ils préféraient l'option pour l'introduction à l'étape 2. Cela apparaît plus explicite et fait penser aux exceptions possibles.

Recommandation: Utiliser l'option comme instruction à l'étape 2.

ASSUREZ-VOUS D'INCLURE. La majorité des répondants ne lisent pas ou lisent très rapidement ces instructions parce que, disent-ils, le cas de leur ménage est simple. Cependant, ils notent que l'utilisation des caractères gras est utile car elle permet de se rendre compte rapidement du contenu de ces notes ou de trouver une instruction particulière. La note sur les étudiants qui ne vivent pas à la maison durant leurs études a été évalué auprès de deux participants qui avaient eu dans le passé des enfants dans cette situation. Ils ont dit que la note disait clairement ce qu'il fallait faire dans ce cas.

Ici. Une fois de plus, quelques participants ont noté que le terme "ici" est un peu vague, surtout pour les participants qui sont des immigrants récents alors que "ici" peut être interprété comme "ici au Canada". Cependant, il est à noter que dans aucun cas le participant a ajouté par erreur des noms à la liste à cause de l'ambiguïté de "ici". On a suggéré de remplacer "ici" par "à cette adresse". Cependant, cela pourrait générer de nouvelles ambiguïtés pour les habitations avec plusieurs logements (l'adresse se rapporte-t-elle à l'immeuble ou au logement en particulier) ou pour les régions éloignées ou les réserves indiennes où il n'y a pas comme telle d'adresse. Il est vrai que les équivoques possibles sont atténuées par le fait que le répondant rendu à cette étape vient juste d'indiquer son adresse à l'étape 1. En l'absence de tests supplémentaires, il semble dangereux de recommander cette option. Nous préférons l'autre possibilité qui consiste à dire: "ici, à cette adresse" qui a l'avantage de conserver le "ici" des recensements précédents et d'ajouter une précision. Remarquons enfin que les études montrent qu'il y aurait peu de dommages à conserver le "ici" des recensements précédents.

Recommandation: Remplacer "ici" par "ici, à cette adresse". Il faut cependant discuter la correspondance avec la version anglaise du questionnaire.

N'oubliez pas de vous inclure. Une fois de plus cette phrase s'est avérée extrêmement importante pour plusieurs participants qui auraient oublié de s'inclure dans la liste autrement. Cependant, deux des participants ne l'ont pas vu et ne se sont pas inclut. Ils ont dit qu'ils ont perçu la question comme "qui sont ceux qui vivent avec vous?". Dans les deux cas, l'erreur est apparu une fois rendu à la question 2 et ils ont alors corrigé la liste après plusieurs hésitations.

Recommandation: Tenter de mettre davantage en évidence la note sur "N'oubliez pas de vous inclure!". Une possibilité est d'utiliser des caractères légèrement plus grands que ceux utilisés dans la présente version. Un autre choix est de considérer la possibilité de mettre la note immédiatement après l'instruction initiale et avant les instructions sur l'ordre d'inscription.

Instructions sur l'ordre d'inscription. Plusieurs des participants ne les ont pas lu et ont commencé à dresser la liste immédiatement après la première instruction. D'autres l'ont lu et ont trouvé qu'elle était difficile à comprendre. Une des deux personnes qui ne s'était pas inclut dans la liste a dit qu'à la lecture de cette note, elle avait eu l'impression que la liste ne l'incluait pas (raison de plus pour mettre l'instruction "N'oubliez pas de vous inscrire!" immédiatement après la première instruction). Après discussion, nous suggérons de simplifier les instructions en remplaçant "conjoint ou partenaire en union libre" par "conjoint" qui est un terme générique et dont la précision ici est suffisante à transmettre l'idée de l'ordre. On peut aussi remplacer dans la première et la seconde instruction "les nom et prénom" par "le nom" qui est suffisamment clair.

Recommandation: Remplacer les instructions françaises actuelles par:

Commencez par inscrire le nom d'un adulte puis, s'il y a lieu, celui de son conjoint et de leurs enfants.

Par la suite, inscrivez le nom de toutes les autres personnes qui etc.

Étudiant étranger. Un des participants aux entrevues était un étudiant étranger au Canada pour faire un doctorat en médecine communautaire. Il s'est inscrit à l'étape 2 avec ses deux filles qui vivent avec lui. Il a bien lu et compris la note à son sujet dans la page 2. Cependant, au cours de la discussion qui a suivi, il a admis que lors du dernier recensement, il n'a même pas ouvert le questionnaire et a écrit sur la page couverture qu'il était étudiant étranger. Il a ensuite retourner le questionnaire dans l'enveloppe qui était jointe. Personne n'a recontacté avec lui par la suite (ce qui aurait dû arriver normalement). Il a dit qu'il supposait d'emblée qu'une personne dans sa situation n'est pas concernée par le recensement canadien. De plus, il a mentionné qu'il connaît plusieurs autres étudiants étrangers qui ont agi de la même façon. On peut tirer deux conclusions de ce cas probablement typique: premièrement, qu'il ne faut pas trop compter sur le contenu du questionnaire pour diminuer le taux élevé de sous-couverture dans cette population (près de 30% suivant l'Étude de contre-vérification des dossiers). La solution semble plutôt résider au niveau d'une campagne de communication auprès des associations d'étudiants étrangers ou des universités et au niveau de la formation des recenseurs.

Recommandation: Développer des voies de communication auprès de la population des résidents étrangers pour les inciter à participer au recensement. Les étudiants étrangers sont un groupe particulièrement intéressant à cette fin à cause de leur nombre et de leur tendance à être regroupés dans les universités

5. Page 3.

Étape 3. En général cette question n'a pas causé trop de difficultés aux répondants. Il y a toujours quelques cas de non-réponse mais toujours parce que la question ne s'applique pas aux répondants.

Étape 4. La plupart des répondants voient tout de suite que cette question ne s'applique pas à eux et passent à l'autre question. Cela ne signifie pas qu'ils comprennent les détails du contenu mais, à toutes fins pratiques, ce comportement convient à nos objectifs. Il est intéressant de noter que les deux résidents étrangers ont répondu "non" à cette question. Lorsqu'on a demandé pourquoi, ils ont dit qu'ils avaient vu tout de suite qu'ils n'étaient ni ambassadeurs, ni militaires et, surtout, que les exemples donnés pour "en visite au Canada" leur avaient indiqué que cela ne s'appliquait pas à eux non plus.

Étape 5. Ici encore, la plupart des répondants voient immédiatement que la question n'est pas pour eux et ils passent à l'étape suivante. Cependant, ici davantage qu'à l'étape 4, les répondants ont de la difficulté à comprendre le sens de la question, même une fois qu'on leur demande de la lire séparément. Un des répondants a inscrit '0' à cette question mais n'a pas suivi les instructions et il est passé à l'étape suivante. Une telle erreur pourrait évidemment causer des problèmes importants si les répondants suivraient alors l'instruction (terminer ici) mais il est difficile d'estimer sa vraisemblance. Une des difficultés ici est, comme il a été mentionné dans les études précédentes, que la forme de la réponse n'est pas en "oui/non" comme pour les étapes précédentes et que le répondant rendu là a tendance à vouloir répondre quelque chose plutôt que de passer à la question suivante. Afin d'améliorer cette étape, il est suggéré de mettre en caractères gras la portion "et ont un domicile habituel ailleurs au Canada" (le "et" ne serait plus en majuscule) qui est la portion la plus importante de la phrase. On a également tenté de formuler la question sous forme de "oui/non" mais aucune solution satisfaisante n'est apparue pour le moment dans les deux langues. Un des obstacles à une reformulation importante de cette étape est le danger d'utiliser une question qui n'a jamais été testée. Il faut tenir compte que l'étape 5 était presque telle quelle sur le questionnaire de 1991 (étape 3) et qu'il ne semble pas qu'elle ait été à l'origine de beaucoup de difficultés.

Étape 7. Cette étape a très bien fonctionnée. Dans le cas de la note sur les ménages de plus de 6 personnes, tous les répondants ont lu le titre, ont compris que cela ne s'appliquait pas à leur cas et sont passé à la page suivante.

6. Page 4.

Forme matricielle. La grande majorité des participants ont aimé la forme "matricielle" du questionnaire (un répondant par colonne et les questions en rangée dans la première colonne). Cependant, on peut observer que le répondant prend toujours un certain temps à comprendre la structure de la page avant de commencer à répondre à la question 2. Cela vient vraisemblablement du passage d'une structure différente aux pages 2 et 3 à celle des pages suivantes. Certains ont dit qu'ils trouvaient un peu fastidieux d'avoir à écrire deux fois la liste des noms mais cela n'étaient pas pour eux un grand problème. Dans un cas, la répondante à plier son questionnaire de sorte que seule la page 4 était visible. Lorsqu'elle a tourné le questionnaire, elle a alors mis beaucoup de temps à comprendre ce qu'il fallait faire ensuite.

Questions 2 à 6. Aucune difficultés observées à ces questions.

Question sur la langue maternelle. La principale difficulté de cette question est l'ambiguïté autour de la possibilité de répondre plus d'une langue. Deux répondants ont admis durant la postentrevue que, bien qu'ils n'avaient indiqué qu'une seule langue maternelle, ils considéraient qu'ils avaient deux langues maternelles en réalité. Un autre cas intéressant est celui de deux répondants qui ont indiqué "français" comme langue maternelle à la question 7 du 2A mais qui ont changé leur réponse à "français" et "anglais" une fois qu'ils ont lu les instructions à la page 6 et la possibilité offerte d'une réponse multiple. Puisque le guide n'était pas intégré en 1991, il est possible que la plus grande accessibilité de celui-ci en 1996 pourrait modifier la répartition des répondants à cette question.

7. Page 6.

Instructions et raison d'être des questions (Questionnaire 2A). La plupart des répondants ont au moins parcouru rapidement les notes sur cette page et environ le quart l'on lu au complet d'une façon spontanée. Une fois lu, les participants ont dit que les instructions et les informations étaient claires et que cela répondait à des questions qu'ils avaient à propos du questionnaire. Plusieurs ont fait remarqué qu'il serait bon d'indiquer sur le questionnaire avant que le répondant n'ait à remplir les questions qu'il y a des instructions à la fin (ils n'avaient pas vu la note à cet effet sur la page couverture).

Questionnaire 2B. Outre les difficultés habituelles à interpréter la question "êtes-vous limitée?" à la question 7, il n'y a pas eu vraiment de difficultés observées à cette question.

8. Page 8.

Question 17 sur l'origine ethnique. Les répondants ont préféré pour la plupart l'option avec les exemples mais il est à noter que seulement un répondant a dit qu'il aurait changé sa réponse s'il avait vu les exemples (il aurait mis "Canadien" au lieu de "Français"). Un répondant dont l'épouse et lui-même avaient des origines ethniques multiples a indiqué "comme leur parent" à cette question pour leurs enfants.

9. Page 10.

Question sur les Autochtones. Un des participants avait une origine ethnique autochtone mais à longuement hésiter à la question 18 sur l'identification. Finalement, il n'a pas répondu à la question parce qu'il n'était pas sûr de la réponse. Cependant, il a répondu ensuite "blanc" à la question 19.

Question 19. Une personne originaire d'Afrique a fait remarqué que les exemples donnés pour "Noirs" sont étranges parce que "Africain" donné en premier inclut "Somalien" donné en quatrième et que, dans un contexte d'espace restreint, il vaudrait mieux donner un exemple distinct.

10. Page 12.

Aiguillage pour 15 ans et plus. Deux participants sur six qui avaient des enfants de moins de 15 ans n'ont pas vu l'aiguillage en haut de la page et ont commencé à répondre aux questions pour eux. Cependant, dans ces deux cas, ils ont vu la même note en haut des pages suivantes et ont cessé de répondre pour leurs enfants. Ils semblent donc que les corrections apportées ne sont toujours pas suffisantes pour que les répondants remarquent à coup sûr cet aiguillage.

Flèche à la question 23. Les participants ont dit que l'utilisation d'une flèche pour indiquer la nécessité de spécifier leur réponse était utile.

Recommandation: Conserver les flèches comme indicateur de réponse à spécifier

11. Page 14.

Question 24. Cette question semblent poser des problèmes à un certain nombre de répondants. Ainsi, plusieurs mettent 13 comme réponse alors que, vérification faite, ils ont fait 12 ou 11 ans. La justification de leur réponse est qu'ils ont répondu le maximum pour indiquer qu'ils avaient complété leurs études secondaires. D'autres ont indiqué "Sec. V" parce que le système en chiffre arabe n'est plus usité au Québec depuis plusieurs décennies. De fait, le problème fondamental pour un répondant québécois est que le système secondaire n'utilise plus depuis 25 ans le terme "année" pour indiquer le niveau atteint. Ainsi, la question "jusqu'à quelle année?" n'a pas vraiment de sens. Cela cause aussi des difficultés aux résidents étrangers et aux immigrants récents car le système est différent dans leur pays. Une répondante d'origine sud-américaine qui avait fait ses études secondaires dans 3 pays a rapporté "10" à la question mais elle a dit qu'elle avait son certificat d'études secondaires. Un participant africain a dit que dans son pays, le primaire est numéroté de 1 à 6 et le secondaire de 1 à 6 également et il ne savait pas quoi répondre à la question.

Recommandation: Il faudrait probablement considérer une modification importante de cette question qui ne peut être envisagé au stade actuel du programme de test. Pour le moment, il faudrait au moins indiquer par une note que Secondaire V équivaut à 12, Secondaire IV à 11 etc.

Question 26. Le fait que "CÉGEP" soit caché au milieu des exemples de cette question n'aide pas le répondant qui a fait de telles études à bien remplir cette question. Au Québec, c'est de loin l'exemple le plus commun d'études postsecondaire non universitaires. Il serait utile de mettre en évidence cet exemple - soit en mettant ce mot en majuscules (c'est un sigle de toutes façon), soit en le mettant en caractères gras dans le questionnaire français, soit en le mettant au début de la liste des exemples. Deux des participants qui avaient fait de telles études ont indiqué "aucune" à cette question.

12. Page 18.

Travail non rémunéré. Pas vraiment de problèmes pour ces questions outre les remarques habituelles sur la difficulté pour les parents d'évaluer les heures consacrées aux enfants et, dans une moindre mesure, les heures consacrées aux travaux ménagers. Quelques participants ne comprenaient pas la note sur le chevauchement des activités. Parmi les participants, il y avaient une personne bénévole qui travaille à chaque semaine dans une garderie communautaire. Elle a bien inscrit les heures à la partie b). Personne n'a fait de commentaires sur l'absence d'une question sur le bénévolat.

Transition entre 30 et 31. Tous les participants ont vu la différence entre le travail non rémunéré de la question 30 et le travail rémunéré de la question 31. Plusieurs cependant ont fait remarqué qu'il serait souhaitable d'indiquer d'une façon ou d'une autre cette transition, soit par un sous-titre, soit par l'utilisation d'une convention graphique. Nous suggérons l'utilisation des caractères gras à cette fin. Il est à remarquer que seule la section sur le travail rémunéré n'utilise pas, sauf aux questions 43 à 45, les caractères gras comme méthode pour mettre en évidence les mots importants d'une question.

Recommandation: Mettre en évidence les mots clefs de chaque question de la section sur le travail en utilisant des caractères gras

Recommandation: En particulier, mettre en évidence la transition entre le travail rémunéré et le travail non rémunéré en mettant en caractères gras les mots "emploi rémunéré" et "emploi à son compte"

Aiguillage à la question 31. Plusieurs participants ont manqué l'aiguillage à la question 31 pour les personnes qui ont un travail. Cela cause un certain nombre de frustration car les questions 32 à 36 ne s'appliquent pas du tout pour la plupart au cas d'une personnes qui a un emploi. Il est difficile de savoir exactement pourquoi mais on mentionne la trop grande visibilité de l'instruction "continuez avec la question suivante" qui s'applique à l'autre choix de réponse. Une possibilité est d'éliminer cette instruction (continuez à la question suivante) qui est redondante de toutes façons ou bien d'inverser le choix des réponses.

13. Page 20.

Aiguillage à la question 36. Plusieurs autres participants ont manqué l'aiguillage à cette question. Encore ici, le problème est important car les 11 questions suivantes ne s'appliquent pas du tout à ceux qui n'ont pas eu d'emploi depuis longtemps. Une fois de plus, il n'est pas évident quel est la nature du problème mais on peut noter que pour cette question également, on a des instructions sur "continuez avec la question suivante" qui ne sont pas nécessaires et peuvent induire le répondant en erreur.

Recommandation: Éliminer les instructions "continuez avec la question suivante" des questions 31 et 36. (Il est à noté que l'utilisation de cette instruction est de toutes façons incohérente puisqu'à la question 34 de la même page, on ne l'utilise pas).

14. Page 24.

Flèche pour aiguillage à la question 43. Plusieurs participants se sont déclarés favorables à l'utilisation des flèches.

Recommandation: Conserver les flèches pour indiquer au répondant de remplir l'adresse de son lieu de travail

15. Page 26.

Question 46. Plusieurs participants prennent la question littéralement et n'incluent pas les vacances ou les congés de maladie dans leur réponse (ils ne lisent pas la note). Encore ici, il serait nécessaire, au moins, d'utiliser les caractères gras. On suggère de mettre les mots "semaines" et "travaillé" dans la question et "Comptez", "vacances", "congé de maladie", "plein temps" et "temps partiel". Par ailleurs, ici encore, l'instruction "continuez avec la question suivante" est inutile (surtout que cette instruction s'applique au dernier choix) de même que le "OU" qui est implicite à toutes les questions sans qu'il soit nécessaire de le mentionner.

Recommandation: Utiliser les caractères gras à cette question et éliminer le "OU" et l'instruction "Continuez à la question suivante"

16. Page 28.

Sous-titre. Les sous-titres sont très appréciés des participants et ils contribuent à minimiser l'effet de surinformation de cette question de même qu'ils aident le répondant à trouver les sources qui conviennent à sa situation. Notons cependant que le sous-titre "TRAVAIL CONTRE RÉMUNÉRATION" devrait être changé pour "TRAVAIL RÉMUNÉRÉ" qui est plus accessible à la plupart des répondants. Ce changement est d'autant souhaitable qu'il a été fait pour toutes les questions sur le travail.

Recommandation: Changer "TRAVAIL CONTRE RÉMUNÉRATION" pour "TRAVAIL RÉMUNÉRÉ"

Revenu de l'étranger. Il est intéressant de noter qu'une fois de plus on a pu observer que les résidents étrangers ou les immigrants récents qui ont des revenus de l'extérieur du Canada ne les incluent pas dans leurs réponses. Ceci est la cause de cas étrange où quelqu'un ne semble disposer d'aucun revenu même s'il a une famille, une maison, etc.

17. Page 30.

Logement. Peu lisent la note sur la définition du logement même si on a mis en caractères gras le mot "logement". Ils semblent que, surtout rendu à ce stade du questionnaire, les répondants lisent le minimum et pas directement à H1. De plus, il est évident que la définition est claire pour la majorité des répondants. Pour aider la situation, on pourrait mettre en caractère gras "un logement est" plutôt que "logement" seulement pour marquer clairement qu'il s'agit d'une définition.

Question H2. Il semble que les modifications apportées à cette question depuis le dernier test ont aidé à améliorer la situation car il y a eu peu de problèmes mentionnés à ce sujet contrairement aux études précédentes. Cependant, il serait encore meilleur de mettre en caractères gras les mots "propriétaire" et "locataire". Notons qu'une ambiguïté demeure toujours pour le cas où un membre est propriétaire et d'autres locataires. Dans ce cas, les deux réponses pourraient être cochées (notons que cette ambiguïté n'existe pas en anglais à cause de l'utilisation de la forme passive qui n'est pas possible en français). Une des possibilités qui pourraient être testée plus tard serait une question de la forme: "Êtes-vous vous (ou un membre du ménage est-il **propriétaire** de ce logement (ou en train de le payer)? Oui/Non".

Nombre de pièces. Comme par le passé, plusieurs répondants ont indiqué qu'il est parfois difficile d'évaluer le nombre de pièces à cause de l'utilisation des ½ (2½, 3½, 4½, etc.) faite par plusieurs propriétaires. Toutefois, s'ils ont lu la note ou s'il la lisent, il semble qu'ils sont alors capables de répondre à la question.

Question H5. Deux des participants n'ont pas lu la note et ont coché le poste 23 (réparations mineures) pour des rénovations. Aussi, une des participantes avait une prise de courant défectueuse dans son logement et elle a coché le poste 24 comme le suggéraient les exemples bien qu'elle trouvait que cela n'était pas du tout une réparation majeure.

Question H7. Comme par le passé, certaines personnes comprennent mal la notion de "loyer mensuel en argent" parce qu'ils disent payer au moyen de chèque.

Question H8. Cette question s'est avérée très difficile à répondre pour un des participants qui était propriétaire d'un immeuble à logement et qui résidait dans un des logements de cet immeuble. Il a d'abord répondu pour l'ensemble de l'immeuble (ce sont les chiffres qu'il connaissait). Lors de la discussion qui a suivi, il a dit qu'il serait très difficile pour lui de séparer ces montants pour son logement (il ne suffit pas de diviser par le nombre de logements car ils sont de grandeur inégale). De plus, il a dit que dans son quartier, plusieurs propriétaires sont dans cette situation. La question elle-même et même les instructions dans le guide du questionnaire ne permettent pas vraiment de solutionner ce problème.

18. Enveloppes.

La majorité des répondants ont choisi l'option 2, suivi par l'option 4. Ils préfèrent l'option 2 parce que cela leur dit que c'est important et qu'il faut le faire rapidement. Ils trouvent aussi que le message est plus poli, moins dur que dans l'option 1. Ils aiment aussi l'option 4 à cause du "Soyez du nombre!" qui est un slogan très apprécié par la majorité des répondants. Cependant, ils pensent que l'option 2 sera plus efficace que l'option 4 pour obtenir des réponses et personne n'a dit être choqué par cette option.

Quelques participants ont suggéré un mixte des options 2 et 4 mais il ne semble pas que ces options soient réconciliables car elles font appel à des motivations diamétralement opposées.

ANNEXE I - CARACTÉRISTIQUES DES PARTICIPANTS

Participants	Caractéristiques	Durée de l'entrevue
1	<ul style="list-style-type: none"> - 65 à 79 ans - homme - vit avec son épouse - retraité - études secondaires 	2A - 15 min.
2	<ul style="list-style-type: none"> - 45 à 54 ans - homme - vit avec son épouse - deux enfants -15 ans - trav. autonome - étud. universitaires 	2B - 50 min.
3	<ul style="list-style-type: none"> - 45 à 54 ans - femme - vit avec son époux et deux enfants 15 + - emploi - études secondaires 	2A - 15 min.
4	<ul style="list-style-type: none"> - 45 à 54 ans - homme - seul - sans emploi - réfugié 	2A - 25 min.
5	<ul style="list-style-type: none"> - 45 à 54 ans - femme - vit avec son époux - emploi temps partiel - études collégiales 	2A - 15 min.
6	<ul style="list-style-type: none"> - 25 à 34 ans - femme - vit seule avec enfant - sans emploi/bénévole - études collégiales - immigrante haïtienne 	2B - 40 min.
7	<ul style="list-style-type: none"> - 35 à 45 ans - veuf vit avec ses 2 filles de moins de 15 - étudiant étranger au doctorat (Zaïre) 	2B - 50 min.

Participant	Caractéristiques	Durée
8	<ul style="list-style-type: none"> - 25 à 35 ans - femme - vit avec son époux et 2 enfants - 15 ans - sans emploi - études universitaires - immigrante reçue (Orig. Uruguay) 	2B - 50 min.
9	<ul style="list-style-type: none"> - 55 à 64 ans - vit avec son époux - emploi temps partiel - études secondaires - ancienne commissaire au recensement 	2B - 30 min.
10	<ul style="list-style-type: none"> - 35 à 44 ans - homme - célibataire - sans emploi - études secondaires 	2A - 15 min
11	<ul style="list-style-type: none"> - 25 à 34 ans - marié 2 enfants -15 - emploi - études collégiales - orig. autochtones 	2B - 35 min.
12	<ul style="list-style-type: none"> - 25 à 34 ans - homme - célibataire - emploi - études collégiales 	2B - 30 min.

APPENDIX C

Moderator's and Interview Guides





**MODERATOR'S GUIDE
1996 CENSUS--FORM 2A**

STATISTICS CANADA--CENSUS GROUP

A. INTRODUCTION (10 minutes)

1. Introduce moderator and welcome respondents to the focus group.
2. Purpose of the focus group is to assist Statistics Canada with the draft 1996 Census Questionnaire. We are looking for your feedback on the appearance, layout and structure of the 1996 Census questionnaire. The structure for this evening's discussion is quite simple. I will be passing out copies of the draft 1996 Census Questionnaire and asking you to fill it out to the best of your ability. We will then spend some time talking about the overall appearance of the Census questionnaire and your experience filling it out. We are looking for your insights and feedback on the proposed questionnaire.
3. The discussion will last approximately two hours. Feel free to excuse yourself during the session if necessary.
4. The session is being recorded for analysis by consultants later and we have observers from Statistics Canada behind the one-way mirror. This give them an opportunity to see and hear first-hand what potential respondents have to say about the appearance of the proposed questionnaire.
5. When writing a report, we do not attribute any comments to specific people in our report, but generally group similar comments together.
6. Focus groups are designed to have open and honest discussion. The moderator will guide the discussion and encourage everyone to participate. Another function of the moderator is to ensure that the discussion doesn't waiver too far from the task at hand. We are looking for majority as well as minority opinion in a focus group, so don't hold back if you have a comment: there may be others who share your view. Everyone's opinion is important. We are not looking for a consensus, rather we want to hear your views. Remember, your views are important and you do not have to agree with the others here today. **(MODERATOR IS NOT AN EMPLOYEE OF STATISTICS CANADA AND CANNOT ANSWER QUESTIONS ABOUT THE ORGANIZATION).**
7. Have participants introduce themselves using first names only, to protect their confidentiality, talking a little bit about what they do for a living, what their interests are, background, who lives in your household, etc.

B. FILLING IN THE QUESTIONNAIRE (20 minutes)

Introduction to the questionnaire. Ask participants to fill it out. Explain that they should consider that today is May 14, 1996. You are sitting at your kitchen table and about to fill out the 1996 Census Questionnaire. You are to answer the questions about your family, household and personal situation as they stand today. For purposes of this group and the questionnaire, today is May 14, 1996. In other words, whenever you see May 14, 1996 or references to 1996, substitute in your mind October 6, 1994. We would like to talk generally about the questionnaire, your overall impressions and then we will ask you specific questions about some of the areas.

WATCH FOR EXPRESSIONS, AREAS THAT SEEM PUZZLING, LENGTH OF TIME REQUIRED TO COMPLETE QUESTIONNAIRE.

C. GENERAL (10 minutes)

Again, we would like to talk generally about the questionnaire, and then focus in on specific areas.

1. What was your general impression of the questionnaire? Were there any areas that were more difficult to complete than others? Why? Why not? What about the flow of the questions? Were there any areas you did not feel comfortable answering?

D. COVER PAGE (20 minutes)

1. Let's look at the cover page. What did you think of it? What did you notice about it?
2. Did you read all of it? How did you proceed?
3. What was your reaction to the logo?
4. Did you read the message about the census? (if no one read, give the group a minute to read it)? What do you think about it? After reading this message, did you get the impression that you had to fill in the Questionnaire?
- 5a. Did you read the address box? Did it make sense to you? What did you notice about it?
- 5b. Did you see the CONFIDENTIAL WHEN COMPLETED? What message did it convey to you?
- 5c. Did you notice the "...under the authority of the Statistics Act..."? What did you think about this note?

- 5d. Did you have any problem giving your address and telephone number? Why? Why not?
- 5e. Did you notice the "Need Help Section, 1-800 number, see page 6"? Did the information make sense? Would you use it if you had a question about the form?
6. Did you notice that it is in a bilingual format. What do you think about that. Did you notice the "Français au verso" at the top of the page?
7. Did you notice the "continue with Step 2" at the bottom of the page? Did that help you know when to turn the page?

E. STEP TWO (15 minutes)

1. What did you think of this page? Who did you list as person 1?
2. Did you read the bullets under "BE SURE TO INCLUDE"? What about the first bullet? Did any of you list people who were away on business, at school or on vacation? Did you have questions or were unsure about who to include that were solved by the "Be Sure to Include" section?

SHOW OPTION TWO

3. What do you think of this option? Is it easier to follow?

PROBE: initial question
 layout

F. STEPS THREE/FOUR/FIVE/SIX/SEVEN (5 minutes)

1. Any problems with these Steps? Could you follow where to tick off the appropriate boxes? FOCUS ON STEP 3 -- did anyone report someone in Step 3? Were you confused by the instructions?
2. Could you look at STEP 6. What do you think about using "Does anyone in this household RUN an agricultural operation?", as opposed to "OPERATE". Is it easier or clearer when "RUN" is used?
3. Does anyone in this group have more than six persons in your household? Did you notice the paragraph on Page 7. Was it clear? Did you know what to do?

G. PAGES 4 AND 5 (10 minutes)

1. Did anyone have any problems with questions 1 to 7? What were they? Did you go to page six for an explanation or to find out why the questions were asked? Or, did you fill it in, turn the page, read the guidelines and go back and change any of your answers?
2. What about question 3? Did you have any difficulty writing in the three digits for the year in the date of birth?

B R E A K (5 MINUTES)

H. GUIDELINES (15 minutes)

1. Did you read all the guidelines on page 6? Did you read any of them? Which ones? (If no one read them, have them take two minutes and read them now). What do you think about them?
2. Did you understand all the guidelines?
3. Did you read "Reasons why we ask the questions"? Did you understand this section?"
4. Could we look at the section on "The law protects what you tell us". What do you think about this section? Is it important to you to have this section included? Why? Why not?
5. What about the role of the census representative? Any problems?

I. ENVELOPE (5 minutes)

IT IS VERY IMPORTANT TO ROTATE THE ORDER OF PRESENTATION OF THE FOUR ENVELOPE OPTIONS.

1. The Census questionnaire will be put into an envelope. Here is a copy of what one could look like. What do you think about this.
2. Here is another option. What do you think about it?
3. Here is a third option. What about it?
4. This is the last option? What do you think about it?
5. If you had to choose only one option, which one would you choose? Why?

J. **CONCLUSION (5 minutes)**

1. If you could make one suggestion to the Census group about this census questionnaire, what would it be?

THANK PARTICIPANTS



**INTERVIEW GUIDE
1996 CENSUS--FORM 2A**

STATISTICS CANADA--CENSUS GROUP

A. INTRODUCTION (5 minutes)

1. Introduce interview and welcome participant to the interview.
2. Purpose of the interview is to assist Statistics Canada with the draft 1996 Census Questionnaire. We are looking for your feedback on the appearance, layout and structure of the 1996 Census questionnaire. The structure for this discussion is quite simple. I will give you a copy of the draft 1996 Census Questionnaire and asking you to fill it out to the best of your ability. We will then spend some time talking about the overall appearance of the Census questionnaire and your experience filling it out. We are looking for your insights and feedback on the proposed questionnaire.
3. The discussion will last approximately one to two hours.
4. The session is being recorded for analysis by consultants later and we have observers from Statistics Canada behind the one-way mirror (or in room, if appropriate). This gives them an opportunity to see and hear first-hand what potential respondents have to say about the appearance of the proposed questionnaire.
5. When writing a report, we do not attribute any comments to specific people in our report, but generally group similar comments together.
6. Have participant introduce himself or herself using first names only, to protect their confidentiality, talking a little bit about what they do for a living, what their interests are, background etc.

B. FILLING IN THE QUESTIONNAIRE (20 minutes)

Introduction to the questionnaire. Ask participant to fill it out. Explain that he/she should consider that today is May 14, 1996. You are sitting at your kitchen table and about to fill out the 1996 Census Questionnaire. You are to answer the questions about your family, household and personal situation as they stand today. For purposes of this group and the questionnaire, today is May 14, 1996. In other words, whenever you see May 14, 1996 or references to 1996, substitute in your mind October 6, 1994. We would like to talk generally about the questionnaire, your overall impressions and then we will ask you specific questions about some of the areas.

WATCH FOR EXPRESSIONS, AREAS THAT SEEM PUZZLING, LENGTH OF TIME REQUIRED TO COMPLETE QUESTIONNAIRE.

C. GENERAL (2 minutes)

Again, we would like to talk generally about the questionnaire, and then focus in on specific areas.

1. What was your general impression of the questionnaire? Were there any areas that were more difficult to complete than others? Why? Why not? What about the flow of the questions? Were there any areas you did not feel comfortable answering?

D. COVER PAGE (10 minutes)

1. Let's look at the cover page. What did you think of it? What did you notice about it?
2. Did you read all of it? How did you proceed?
3. What was your reaction to the logo?
4. Did you read the message about the census? (if no one read, give the group a minute to read it)? What do you think about it? After reading this message, did you get the impression that you had to fill in the Questionnaire?
- 5a. Did you read the address box? Did it make sense to you? What did you notice about it?
- 5b. Did you see the CONFIDENTIAL WHEN COMPLETED? What message did it convey to you?
- 5c. Did you notice the "...under the authority of the Statistics Act..."? What did you think about this note?

- 5d. Did you have any problem giving your address and telephone number? Why? Why not?
- 5e. Did you notice the "Need Help Section, 1-800 number, see page 6"? Did the information make sense? Would you use it if you had a question about the form?
6. Did you notice that it is in a bilingual format. What do you think about that. Did you notice the "Français au verso" at the top of the page?
7. Did you notice the "continue with Step 2" at the bottom of the page? Did that help you know when to turn the page?

E. STEP TWO (5 minutes)

1. What did you think of this page? Who did you list as person 1?
2. Did you read the bullets under "BE SURE TO INCLUDE"? What about the first bullet? Did any of you list people who were away on business, at school or on vacation? Did you have questions or were unsure about who to include that were solved by the "Be Sure to Include" section?

SHOW OPTION TWO

3. What do you think of this option? Is it easier to follow?

PROBE: initial question
 layout

F. STEPS THREE/FOUR/FIVE/SIX/SEVEN (5 minutes)

1. Any problems with these Steps? Could you follow where to tick off the appropriate boxes? FOCUS ON STEP 3 -- did anyone report someone in Step 3? Were you confused by the instructions?
2. Could you look at STEP 6. What do you think about using "Does anyone in this household RUN an agricultural operation?", as opposed to "OPERATE". Is it easier or clearer when "RUN" is used?
3. Does anyone in this group have more than six persons in your household? Did you notice the paragraph on Page 7. Was it clear? Did you know what to do?

G. PAGES 4 AND 5 (5 minutes)

1. Did anyone have any problems with questions 1 to 7? What were they? Did you go to page six for an explanation or to find out why the questions were asked? Or, did you fill it in, turn the page, read the guidelines and go back and change any of your answers?
2. What about question 3? Did you have any difficulty writing in the three digits for the year in the date of birth?

B R E A K (2 MINUTES)

H. GUIDELINES (5 minutes)

1. Did you read all the guidelines on page 6? Did you read any of them? Which ones? (If no one read them, have them take two minutes and read them now). What do you think about them?
2. Did you understand all the guidelines?
3. Did you read "Reasons why we ask the questions"? Did you understand this section?"
4. Could we look at the section on "The law protects what you tell us". What do you think about this section? Is it important to you to have this section included? Why? Why not?
5. What about the role of the census representative? Any problems?

I. ENVELOPE (5 minutes)

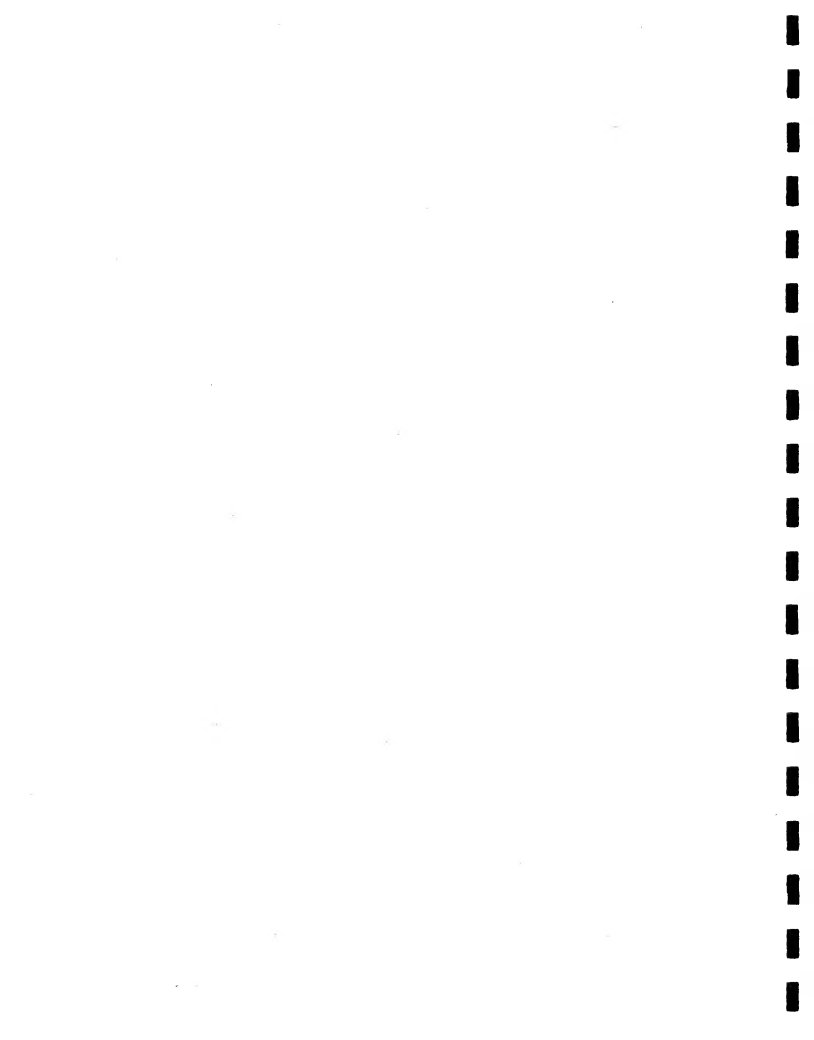
IT IS VERY IMPORTANT TO ROTATE THE ORDER OF PRESENTATION OF THE FOUR ENVELOPE OPTIONS.

1. The Census questionnaire will be put into an envelope. Here is a copy of what one could look like. What do you think about this.
2. Here is another option. What do you think about it?
3. Here is a third option. What about it?
4. This is the last option? What do you think about it?
5. If you had to choose only one option, which one would you choose? Why?

J. **CONCLUSION (1 minute)**

1. If you could make one suggestion to the Census group about this census questionnaire, what would it be?

THANK PARTICIPANTS



**INTERVIEW GUIDE
1996 CENSUS--FORM 2B**

STATISTICS CANADA--CENSUS GROUP

A. INTRODUCTION (5 minutes)

1. Introduce interview and welcome participant to the interview.
2. Purpose of the interview is to assist Statistics Canada with the draft 1996 Census Questionnaire. We are looking for your feedback on the appearance, layout and structure of the 1996 Census questionnaire. The structure for this discussion is quite simple. I will give you a copy of the draft 1996 Census Questionnaire and asking you to fill it out to the best of your ability. We will then spend some time talking about the overall appearance of the Census questionnaire and your experience filling it out. We are looking for your insights and feedback on the proposed questionnaire.
3. The discussion will last approximately one to two hours.
4. The session is being recorded for analysis by consultants later and we have observers from Statistics Canada behind the one-way mirror (or in room, if appropriate). This gives them an opportunity to see and hear first-hand what potential respondents have to say about the appearance of the proposed questionnaire.
5. When writing a report, we do not attribute any comments to specific people in our report, but generally group similar comments together.
6. Have participant introduce himself or herself using first names only, to protect their confidentiality, talking a little bit about what they do for a living, what their interests are, background etc.

B. FILLING IN THE QUESTIONNAIRE (60 minutes)

Introduction to the questionnaire. Ask participant to fill it out. Explain that he/she should consider that today is May 14, 1996. You are sitting at your kitchen table and about to fill out the 1996 Census Questionnaire. You are to answer the questions about your family, household and personal situation as they stand today. For purposes of this interview and the questionnaire, today is May 14, 1996. In other words, whenever you see May 14, 1996 or references to 1996, substitute in your mind October 6, 1994. We would like to talk generally about the questionnaire, your overall impressions and then we will ask you specific questions about some of the areas.

WATCH FOR EXPRESSIONS, AREAS THAT SEEM PUZZLING, LENGTH OF TIME REQUIRED TO COMPLETE QUESTIONNAIRE.

C. GENERAL (2 minutes)

Again, we would like to talk generally about the questionnaire, and then focus in on specific areas.

1. What was your general impression of the questionnaire? Were there any areas that were more difficult to complete than others? Why? Why not? What about the flow of the questions? Were there any areas you did not feel comfortable answering?

D. COVER PAGE (10 minutes)

1. Let's look at the cover page. What did you think of it? What did you notice about it?
2. Did you read all of it? How did you proceed?
3. What was your reaction to the logo?
4. Did you read the message about the census? (if no one read, give the group a minute to read it)? What do you think about it? After reading this message, did you get the impression that you had to fill in the Questionnaire?
- 5a. Did you read the address box? Did it make sense to you? What did you notice about it?
- 5b. Did you see the CONFIDENTIAL WHEN COMPLETED? What message did it convey to you?
- 5c. Did you notice the "...under the authority of the Statistics Act..."? What did you think about this note?

- 5d. Did you have any problem giving your address and telephone number? Why? Why not?
- 5e. Did you notice the "Need Help Section, 1-800 number, see page 6"? Did the information make sense? Would you use it if you had a question about the form?
6. Did you notice that it is in a bilingual format. What do you think about that. Did you notice the "Français au verso" at the top of the page?
7. Did you notice the "continue with Step 2" at the bottom of the page? Did that help you know when to turn the page?

E. STEP TWO (5 minutes)

1. What did you think of this page? Who did you list as person 1?
2. Did you read the bullets under "BE SURE TO INCLUDE"? What about the first bullet? Did any of you list people who were away on business, at school or on vacation? Did you have questions or were unsure about who to include that were solved by the "Be Sure to Include" section?

SHOW OPTION TWO

3. What do you think of this option? Is it easier to follow?

PROBE: initial question
 layout

F. STEPS THREE/FOUR/FIVE/SIX/SEVEN (5 minutes)

1. Any problems with these Steps? Could you follow where to tick off the appropriate boxes? FOCUS ON STEP 3 -- did anyone report someone in Step 3? Were you confused by the instructions?
2. Could you look at STEP 6. What do you think about using "Does anyone in this household RUN an agricultural operation?", as opposed to "OPERATE". Is it easier or clearer when "RUN" is used?
3. Does anyone in this group have more than six persons in your household? Did you notice the paragraph on Page 7. Was it clear? Did you know what to do?

G. PAGES 4 AND 5 (5 minutes)

1. Did anyone have any problems with questions 1 to 7? What were they? Did you go

to page six for an explanation or to find out why the questions were asked? Or, did you fill it in, turn the page, read the guidelines and go back and change any of your answers?

2. What about question 3? Did you have any difficulty writing in the three digits for the year in the date of birth?

H. GUIDELINES (5 minutes)

1. Did you read all the guidelines on page 6? Did you read any of them? Which ones? (If no one read them, have them take two minutes and read them now). What do you think about them?
2. Did you understand all the guidelines?
3. Did you read "Reasons why we ask the questions"? Did you understand this section?"
4. Could we look at the section on "The law protects what you tell us". What do you think about this section? Is it important to you to have this section included? Why? Why not?
5. What about the role of the census representative? Any problems?

I. SOCIO-CULTURAL INFORMATION (5 minutes)

1. What was your reaction to question 17? What did ethnic or cultural groups mean to you?
2. Here is a copy of a revised question 17. What do you think about this question? Is it easier to answer? Does it help to have examples?

J. PAGE 12 (minutes)

- 1a. Did you notice the line across the top that says, "Answer Questions 22 to 48 for each person aged 15 and over"?
- 1b. (For participants with children both under and over 15 years of age). Did you include your children who are more than 15 and not include those that are less than 15?
2. Did the arrows in question 22 make this question easy or difficult to follow? What did you think about the way it is layed out?
3. Any other problems with page 12?

K. PAGE 14 (2 minutes)

1. Did you notice the "Remember, these questions are for persons aged 15 and over"? If not, how could we make it stand out so that people would notice it?
2. Any other problems on page 14?

L. PAGE 18 (5 minutes)

1. What did you think about the questions on household, unpaid work questions? Any difficulties?
2. Did you think we would have asked questions on any other aspect of unpaid work?

PROBE BUT DON'T PUSH: volunteer work

3. Could you follow the change between the unpaid work questions in question 30 and the paid questions, starting with question 31?
4. Would it have helped if we separated the HOUSEHOLD AND LABOUR MARKET ACTIVITIES heading into HOUSEHOLD, at the top of question 30, and LABOUR MARKET ACTIVITIES, at the top of question 31?
5. Was it difficult for you to go to the appropriate section after completing question 36. (This is particularly important for retired people or people who have been unemployed for a number of years or who have never worked outside the home.)

M. PAGE 24 (2 minutes)

1. Did you have any problems completing your work address or the work address of other household members? Did you have any difficulty following the example? Do the arrows assist you? Could it be made simpler?
2. Any other difficulties?

N. PAGE 26 (2 minutes)

1. What do you think of the wording for question 45? Would it be easier to understand if it read, "At work" instead of "In this job"?
2. Anything else on page 26?

O. PAGE 28 (2 minutes)

1. Did you notice the headings "Paid Employment, Self-employment, Income From Government and Other Income"? How did you answer this question? If you were at home, would you have consulted your income tax form etc.?
2. Did you notice the "Remember this question is only for persons aged 15 and over" bar at the top of the page?

BREAK 2 MINUTES

P. ENVELOPE (5 minutes)

IT IS VERY IMPORTANT TO ROTATE THE ORDER OF PRESENTATION OF THE FOUR ENVELOPE OPTIONS.

1. The Census questionnaire will be put into an envelope. Here is a copy of what one could look like. What do you think about this.
2. Here is another option. What do you think about it?
3. Here is a third option. What about it?
4. This is the last option? What do you think about it?
5. If you had to choose only one option, which one would you choose? Why?

Q. CONCLUSION (1 minute)

1. If you could make one suggestion to the Census group about this census questionnaire, what would it be?

THANK PARTICIPANTS

APPENDIX D

Envelope Options





OCT

1994

DRAFT — ÉBAUCHE

Option 1

**Census****Recensement**

96



Canada Post Corporation
Société canadienne des postes
Postage paid Port payé
if mailed in Canada si posté au Canada
Business Reply Réponse d'affaires

0003759199 01



Census Form Enclosed

Formulaire du recensement à l'intérieur

**RESPONSE REQUIRED
BY LAW****RÉPONSE REQUISE PAR
LA LOI**

225 RUE HOLDITCH
STURGEON FALLS ON P0H 2G0

OCT 1994

DRAFT — ÉBAUCHE

Option 2



**Census
Recensement**

96



By Law, you must
complete and return
the enclosed census
form.

En vertu de la loi, vous devez
remplir et retourner le
formulaire du recensement
ci-inclus.

225 RUE HOLDITCH
STURGEON FALLS ON POB 2G0

OCT

1994

DRAFT — ÉBAUCHE

Option 3



Canada

**Census
Recensement**

96

Complete and return
the enclosed census
form.

Remplissez et retournez le
formulaire du recensement
ci-inclus.



Canada Post Corporation
Société canadienne des postes
Postage paid Port payé
if mailed in Canada si posté au Canada
Business Reply Réponse d'affaires

0003759199 01



225 RUE HOLDITCH
STURGEON FALLS ON P0H 2G0

OCT

1994

DRAFT — ÉBAUCHE

Option 4

**Census
Recensement**

96



Canada Post Corporation
Société canadienne des postes
Postage paid Port payé
if mailed in Canada si posté au Canada
Business Reply Réponse d'affaires

0003759199 01



Count yourself in!

**COMPLETE THE
ENCLOSED CENSUS
FORM**

Soyez du nombre!

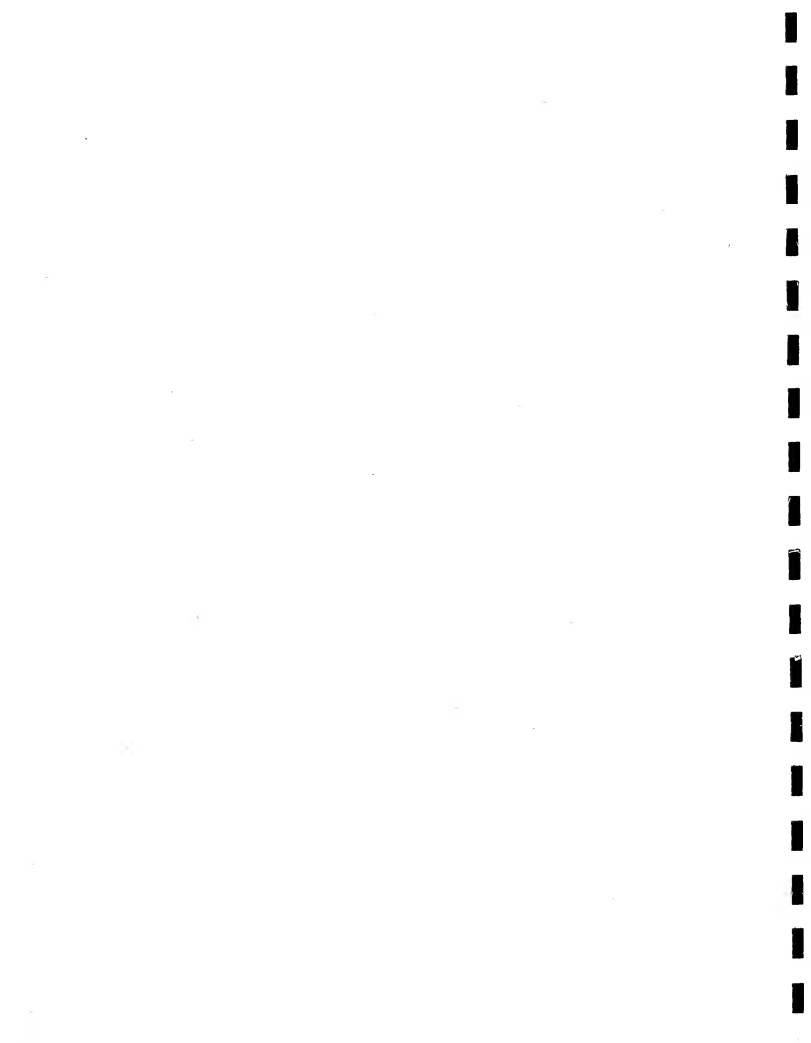
**REMPLISSEZ LE
FORMULAIRE DU
RECENSEMENT CI-INCLUS**

225 RUE HOLDITCH
STURGEON FALLS ON POH 2G0

APPENDIX E

Option 2 - Question 17





PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

SOCIO-CULTURAL INFORMATION	
<p>13. Where was this person born?</p> <p>▪ Mark or specify one response only, according to present boundaries.</p>	<p>13.</p> <p>Born In Canada</p> <p>01 <input type="radio"/> Nfld. 07 <input type="radio"/> Man. 02 <input type="radio"/> P.E.I. 08 <input type="radio"/> Sask. 03 <input type="radio"/> N.S. 09 <input type="radio"/> Alta. 04 <input type="radio"/> N.B. 10 <input type="radio"/> B.C. 05 <input type="radio"/> Que. 11 <input type="radio"/> Yukon 06 <input type="radio"/> Ont. 12 <input type="radio"/> N.W.T.</p> <p>Born outside Canada</p> <p>Country — Specify</p> <p>13 <input type="text"/></p>
<p>14. Of what country is this person a citizen?</p> <p>▪ Mark one circle and specify, if applicable.</p>	<p>14.</p> <p>Born In Canada</p> <p>01 <input type="radio"/> Nfld. 07 <input type="radio"/> Man. 02 <input type="radio"/> P.E.I. 08 <input type="radio"/> Sask. 03 <input type="radio"/> N.S. 09 <input type="radio"/> Alta. 04 <input type="radio"/> N.B. 10 <input type="radio"/> B.C. 05 <input type="radio"/> Que. 11 <input type="radio"/> Yukon 06 <input type="radio"/> Ont. 12 <input type="radio"/> N.W.T.</p> <p>Born outside Canada</p> <p>Country — Specify</p> <p>13 <input type="text"/></p>
<p>15. Is this person now, or has this person ever been, a landed immigrant?</p> <p>A landed immigrant is a person who has been granted the right to live in Canada permanently by Immigration authorities.</p>	<p>15 <input type="radio"/> No — Go to Question 17</p> <p>16 <input type="radio"/> Yes — Continue with the next question</p>
<p>16. In what year did this person first become a landed immigrant?</p> <p>If exact year is not known, enter best estimate.</p>	<p>16</p> <p>Year</p> <p>20 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>17. To which ethnic or cultural group(s) did this person's ancestors belong?</p> <p>For example, French, English, German, Scottish, Canadian, Italian, Irish, Chinese, Cree, Micmac, Métis, Inuit (Eskimo), Ukrainian, Dutch, East Indian, Polish, Portuguese, Jewish, Haitian, Jamaican, etc.</p>	<p>17</p> <p>Specify as many groups as applicable</p> <p>21 <input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>

PERSONNE 1

Nom de famille

Prénom

PERSONNE 2

Nom de famille

Prénom

RENSEIGNEMENTS SOCIO-CULTURELS

13. Où cette personne est-elle née?

- Cochez ou précisez une seule réponse, suivant les frontières actuelles.

13.

Née au Canada

- 01 ☐ T.-N. 07 ☐ Man.
 02 ☐ I.-P.-É. 08 ☐ Sask.
 03 ☐ N.-É. 09 ☐ Alb.
 04 ☐ N.-B. 10 ☐ C.-B.
 05 ☐ Qué. 11 ☐ Yukon
 06 ☐ Ont. 12 ☐ T.N.-O.

Née en dehors du Canada

Pays — Précisez

13

14. De quel pays cette personne est-elle un citoyen?

- Cochez un cercle et précisez, s'il y a lieu.

14. Du Canada, par naissance

15. Du Canada, par naturalisation

Autre pays — Précisez

16

15. Cette personne est-elle, ou a-t-elle déjà été, un immigrant reçu?

Un immigrant reçu est une personne à qui les autorités de l'immigration ont accordé le droit de résider au Canada en permanence.

17. Non — Passez à la question 17

18. Oui — Continuez avec la question suivante

16. En quelle année cette personne est-elle devenue un immigrant reçu pour la première fois?

Si l'année exacte n'est pas connue, donnez la meilleure estimation possible.

Année

20 1

17. À quel(s) groupe(s) ethnique(s) ou culturel(s) les ancêtres de cette personne appartiennent-ils?

Par exemple, Français, Anglais, Allemand, Écossais, Canadien, Italien, Irlandais, Chinois, Cri, Micmac, Métis, Inuit (Esquimaux), Ukrainien, Hollandais, Indien de l'Inde, Polonais, Portugais, Juif, Haïtien, Jamaïcain, etc.

Précisez tous les groupes qui s'appliquent

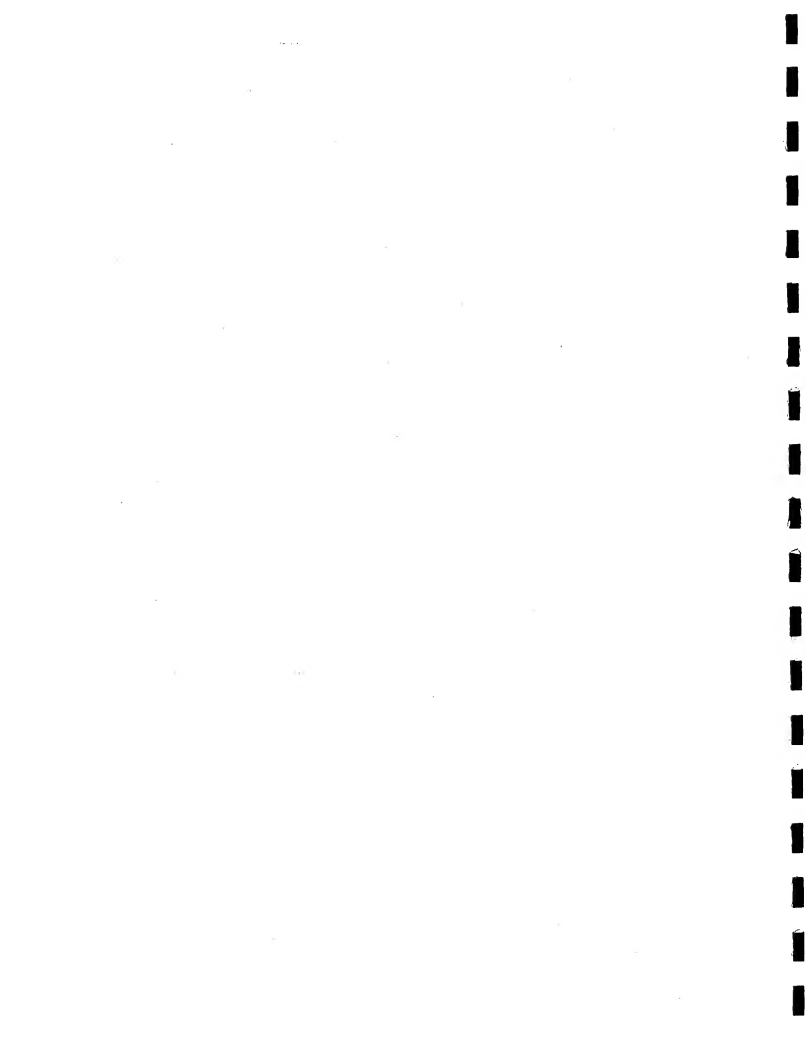
21

Précisez tous les groupes qui s'appliquent

21

APPENDIX F
Recruiting Guide





Sept 26, 1994

STATISTICS CANADA - FOCUS GROUPS

QUOTA: RECRUIT 11 FOR 8 - 9 TO SHOW

SEX: APPROXIMATELY HALF AND HALF

LANGUAGE: ENGLISH (Toronto), FRENCH (Montreal)

DATE: Montreal (October 4), Toronto (October 6)

TIME: 6 p.m.-8 p.m. 8 p.m.-10 p.m.

LOCATION: **Montreal:** Head Research
1875 René Lévesque Ouest
Suite 300 (at corner of René Lévesque and St. Marc)

Toronto: Research House,
273 Eglinton Ave. E (off Mount Pleasant)

CONTACT NAME: GAIL HAARSMA, 236-8481

Good _____ I'm _____ of D.R. HARLEY CONSULTANTS. We are conducting research for Statistics Canada on the appearance, layout and format of the 1996 Census Questionnaire. We are arranging a gathering of people for a group discussion/interview on the overall appearance of the Census Questionnaire. During that discussion, participants will be asked to complete the Census questionnaire and then discuss it during the group. We are looking for your insights and feedback on the proposed questionnaire.

Q1. Would you be interested in attending such a group?

Yes 1

No 2 (THANK AND DISCONTINUE)

Q1a. Are you the person that usually fills out forms and surveys such as the Census questionnaire for your household?

Yes 1

No 2 (ASK TO SPEAK TO THAT PERSON AND REPEAT INTRODUCTION)

To ensure that we have a wide variety of people attending the discussion groups, I have a number of questions to ask you.

Q2. First of all, are you 18 years of age or older?

Yes 1

No 2

**ASK TO SPEAK TO SOMEONE 18 YEARS OF AGE
OR OLDER AND REPEAT INTRODUCTION**

Q3. Are you a federal or provincial public servant? (i.e. people who work directly for a government department)

Yes 1 (THANK AND TERMINATE)

No 2

Q4. Do you or does anyone in your immediate family work for

Media (newspapers, television, radio)

Yes 1 (THANK AND TERMINATE)

No 2

A Market Research firm

Yes 3 (THANK AND TERMINATE)

No 4

Q5. Which of the following best describes your age?

18-24 1

25-34 2

35-44 3

45-54 4

55-64 5

65-79 6

80 OR OVER 7 (THANK AND TERMINATE)

Q6. Including yourself, how many people do you have living in your household who are:

Q6a. Under 6 years of age?

Q6b. 6 - 14 years of age?

Q6c. 15 and above?

	Q6a	Q6b	Q6c
None	0 . . .	0 . .	0
One	1 . . .	1 . .	1
Two	2 . . .	2 . .	2
Three	3 . . .	3 . .	3
Four or more	4 . . .	4 . .	4

Q7. Are there members of your household who are dependents but not living at home (e.g. children away at college or university)

Yes 1

No 2

Q8. Do you live in a household with other people who are not directly related to you (e.g. roommates, in-laws, cousins, etc.)

Yes 1

No 2

Q9. What is your current marital status?

Single, never married 1

Married 2

Common Law 3

Divorced 4

Separated 5

Other _____ 6

(Please Specify)

Q10. Are you currently? (Read List)

Employed full-time for pay	1
Employed part-time for pay	2
Employed full-time as a homemaker	3
Retired	4
Student	5
Unemployed	7
Other (Please Specify)_____	8

Q11. How far did you go in school?

Grade School	1
Some High School	2
High School	3
Some College	4
College Graduate	5*
Some University	6*
University Graduate	7*
Other (Please Specify)_____	8

* Recruiters Note: very few participants should fall into this category

Q12. What is your combined family income:

under \$15,000	1
\$15,000 - \$20,000	2
\$21,000 - \$25,000	3
\$26,000 - \$30,000	4
\$31,000 - \$35,000	5
\$36,000 - \$40,000	6
\$41,000 - \$45,000	7
\$46,000 - \$50,000	8
\$51,000 - \$55,000	9
*\$56,000 and above	10

* (Recruiters Note: very few participants should fall into this category)

Q13a. Were you born in Canada or outside of Canada?

In Canada 1 (Go to Q. 14)

Outside Canada 2 (Go to Q. 13b)

Q13b. Are you here on a student visa?

Yes 1

No 2

Recruiters Note: Persons who are visiting Canada temporarily or persons who are government representatives of another country, or members of the Armed Forces of another country stationed in Canada, and their families should not be included in the groups.

Q14. What is your ethnic background? (Probe: besides Canadian, what other group)

Q15. What do you consider your first language?

English 1

French 2

* Other _____ 3

* For those whose first language is neither English or French ask:

Do you think you would be more comfortable participating in a one-on-one interview than in a focus group?

Q16. Gender. (Do not ask - Record only)

Male 1

Female 2

Q17. Thank you for this information. We would like to invite you to participate in a group discussion we will be holding at _____. The group will take place on _____. The group will last about two hours, light refreshments will be served, and you will be given a \$40.00 honorarium to attend. Would you like to attend?

If yes, check quotas and invite to appropriate group/interview. (Make sure respondent has a pen and records the following information)

RECORD GROUP/INTERVIEW

Date: _____

Time: _____

Location: _____

Can you give me your full name, and your telephone number?

NAME _____

HOME NUMBER _____

ADDRESS _____

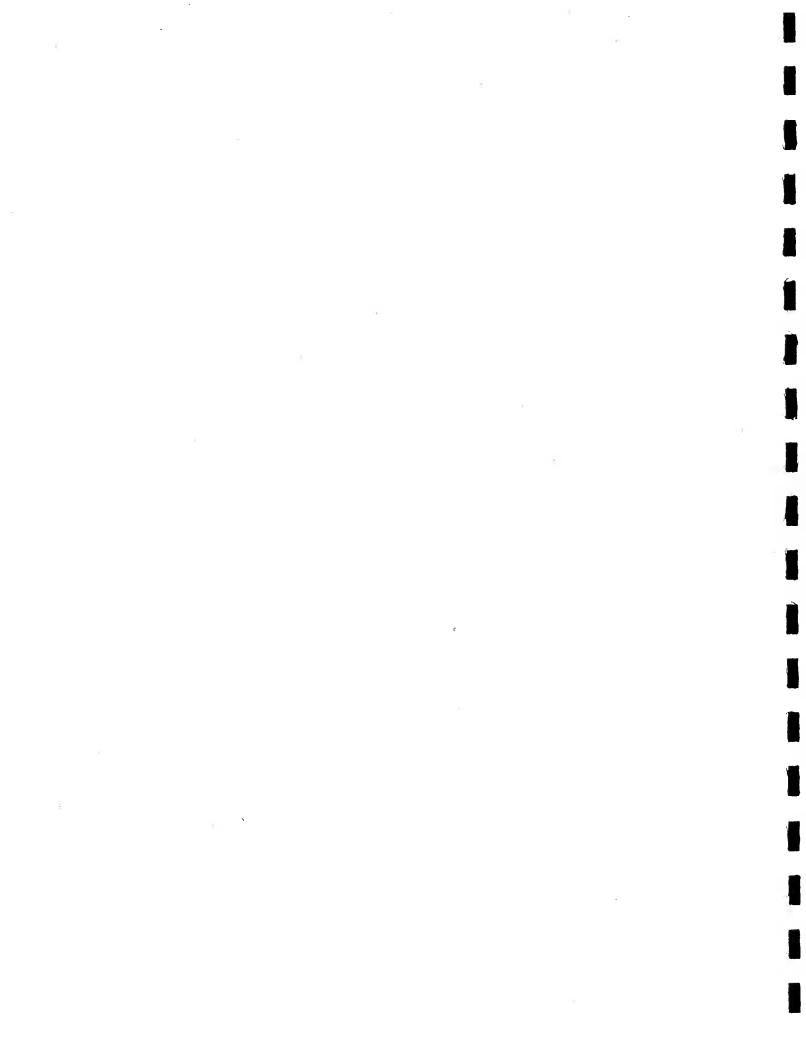
Thank you again. Some one will be calling you a few days before the group to verify that you can still attend and for those people who wear glasses, to remind you to bring them to the group/interview so that you can effectively complete the Census questionnaire. In the meantime, if anything comes up and you cannot attend, we would appreciate it if you would call our office and let us know. Please call 236-8481 and ask for Gail Haarsma.

THANK YOU FOR YOUR PARTICIPATION

APPENDIX G

Option 2 - Page 2





STEP 2

List below all persons who usually live here as of May 14, 1996, even if they are temporarily away on business, at school or on vacation.

- Begin the list with an adult followed, if applicable, by that person's spouse or common-law partner and by their children.
- Continue with all other persons who usually live here. Children should be listed immediately after their parent(s).

Don't forget to include yourself!

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the "Comments" section on page 6.

BE SURE TO INCLUDE

- everyone who usually lives here, including children, room-mates, boarders and live-in employees;
- sons or daughters who live somewhere else while attending school but return to live here for part of the year;
- children in joint custody who live here most of the time (if they spend equal time with each parent, include them if they are staying here on May 14, 1996);
- persons from another country who live in Canada and have student, work or Minister's permits, or persons claiming refugee status, and family members living with them;
- persons who usually live here but are now in an institution (such as a home for the aged, a hospital or a prison), if they have been there less than six months;
- persons staying here on May 14, 1996, who have no usual home elsewhere.

Nota : Pour alléger le contenu du questionnaire, le genre masculin est employé pour désigner à la fois les hommes et les femmes.

ÉTAPE 2

Inscrivez ci-dessous toutes les personnes qui, le 14 mai 1996, vivent habituellement ici, même si elles sont temporairement absentes en raison d'un voyage d'affaires, de leurs études ou de vacances.

- Commencez par inscrire les nom et prénom d'un adulte puis, s'il y a lieu, ceux du conjoint ou du partenaire en union libre de cette personne et de leurs enfants.
- Par la suite, inscrivez les nom et prénom de toutes les autres personnes qui vivent habituellement ici. Les enfants devraient être inscrits à la suite de leurs parents.

N'oubliez pas de vous inscrire!

	Nom de famille	Prénom
Personne 1		
Personne 2		
Personne 3		
Personne 4		
Personne 5		
Personne 6		
Personne 7		
Personne 8		
Personne 9		
Personne 10		

Si l'espace prévu n'est pas suffisant, utilisez la section réservée aux observations à la page 6.

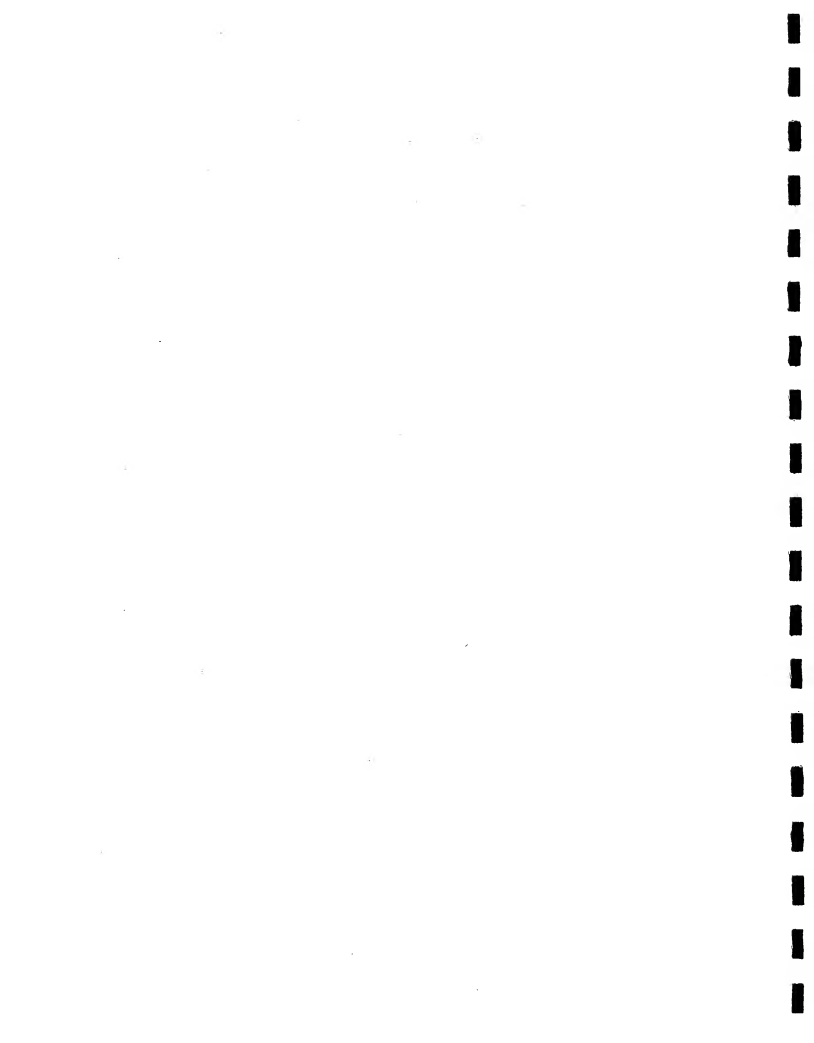
ASSUREZ-VOUS D'INSCRIRE

- toutes les personnes qui vivent habituellement ici, y compris les enfants, les colocataires, les chambreurs et les employés résidents;
- les fils ou filles qui demeurent ailleurs pendant leurs études, mais qui reviennent vivre ici une partie de l'année;
- les enfants en garde partagée qui demeurent ici la majeure partie du temps (si ces enfants passent autant de temps avec chaque parent, inclure ceux qui demeurent ici le 14 mai 1996);
- les personnes d'un autre pays qui demeurent au Canada et qui ont un permis de travail, un permis de séjour pour étudiant, un permis ministériel, ou celles qui réclament le statut de réfugié, et les membres de leur famille vivant avec elles;
- les personnes qui vivent habituellement ici, mais qui se trouvent depuis moins de six mois dans un établissement institutionnel (comme un foyer pour personnes âgées, un hôpital ou une prison);
- les personnes qui séjournent ici le 14 mai 1996 et qui n'ont pas de domicile habituel ailleurs.

APPENDIX H

Option 2 - Page 3





Did you leave anyone out of Step 2 because you were not sure the person should be listed?

00.

☐ No

01 ☐ Yes — Print the name of each person left out and the reason.

Name

Reason

Name

Reason

STEP 3

For example:

- other relatives living here;
- a student away at school;
- a lodger who has another home;
- a person who has moved recently; or
- a member of this household who is away in an institution.

If you need more space, use the "Comments" section on page 32.

Are ALL persons in this household:

- government representatives of another country and their families; or
- members of the Armed Forces of another country and their families; or
- residents of another country visiting Canada, for example, on a business trip or on vacation?

☐ No — Continue with Step 5

☐ Yes — Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

STEP 4

If ALL persons in this household are staying here temporarily AND have a usual home somewhere else in Canada, enter the total number of persons in this box

☐ — Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

STEP 5

Does anyone in this household RUN an agricultural operation?

☐ No

☐ Yes

Agricultural operations include: ranches, farms, feedlots, hobby farms, greenhouses, mushroom houses, nurseries, Christmas tree farms, fur farms, horse farms, game farms; beekeeping, sod, fruit and maple syrup operations, etc.

STEP 6

In Question 1 on the next page, copy the names from Step 2.

HOUSEHOLDS WITH MORE THAN SIX PERSONS

If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. If you do not have a second questionnaire, note this in the "Comments" section on page 32. A Statistics Canada representative will contact you.

STEP 7



APPENDIX I
Questionnaire 2A





OFFICE USE ONLY	Prov	FED No	EA No	VN	CCD	2A	M <input type="checkbox"/> FR <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> DC <input type="checkbox"/> TR <input type="checkbox"/> UD <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input type="checkbox"/>	1.
	Hhld No	Form type 1	No. of persons	Questionnaire No [] [] of [] []				1 <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input type="checkbox"/>

FOR INFORMATION ONLY

CENSUS 96

Count Yourself In! May 14, 1996

A message about the census

For over 300 years, the census has painted a picture of our country. It provides important information on our people and the places they live. The census will help all of us prepare for the changes the new century will bring. For example, cities and towns use census data to decide where we need hospitals, homes for senior citizens, new roads or bus routes. School boards use census data to plan for new schools.

By law, Statistics Canada must take a census every five years, and you must provide the information requested. And by law, no one outside Statistics Canada is allowed to see the personal information you provide.

Thank you for your cooperation.

Ivan P. Fellegi

Chief Statistician of Canada

CONFIDENTIAL WHEN COMPLETED

Begin here by printing your address

No. and street or lot and concession

Apt. No.

STEP 1

City, town, village, Indian reserve

Province / territory

Postal code

Area code

Telephone number

Need Help?

Please see page 6 OR call us free of charge at:

1 800 565-5595

This service is available from 9 a.m. to 9 p.m. from Monday May 6 through Friday, May 17 (excluding Sunday)

TDD/TTY users call
1 800 267-5558

Continue with STEP 2 →



Statistics Canada
Statistique Canada

Canada

**STEP 2**

List below all persons who usually live here as of May 14, 1996.

- **Begin the list with an adult** followed, if applicable, by that person's spouse or common-law partner and by their children.
- Continue with all other persons who usually live here. Children should be listed immediately after their parent(s).

Don't forget to include yourself!

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the "Comments" section on page 6

BE SURE TO INCLUDE

- **everyone who usually lives here**, including children, room-mates, boarders and live-in employees, even if they are temporarily away on business, at school or on vacation;
- **sons or daughters who live somewhere else while attending school** but return to live here for part of the year;
- **children in joint custody** who live here most of the time (if they spend equal time with each parent, include them if they are **staying here** on May 14, 1996);
- persons from another country who live in Canada and have **student, work or Minister's permits, or persons claiming refugee status**, and family members living with them;
- persons who usually live here but are now in an **institution** (such as a home for the aged, a hospital or a prison), if they have been there **less than six months**;
- persons staying here on May 14, 1996, who have **no usual home elsewhere**;
- an infant born on or before May 13 (if the baby has not been named, simply list as "baby");
- persons who moved into this household on or just before May 14, 1996

**STEP 3**

Did you leave anyone out of Step 2 because you were not sure the person should be listed?

For example:

- other relatives living here,
- a student away at school,
- a lodger who has another home;
- a person who has moved recently; or
- a member of this household who is away in an institution.

00.

☐ No

01 ☐ Yes — Print the name of each person left out and the reason.

Name
Reason

Name
Reason

If you need more space, use the "Comments" section on page 6.

**STEP 4**

Are ALL persons in this household:

- government representatives of another country and their families, or
- members of the Armed Forces of another country and their families; or
- residents of another country visiting Canada, for example, on a business trip or on vacation?

☐ No — Continue with Step 5

☐ Yes — Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope

**STEP 5**

If ALL persons in this household are staying here temporarily AND have a usual home somewhere else in Canada, enter the total number of persons in this box .

— Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope

**STEP 6**

Does anyone in this household OPERATE an agricultural operation?

Agricultural operations include: ranches, farms, feedlots, hobby farms, greenhouses, mushroom houses, nurseries, Christmas tree farms, fur farms, horse farms, game farms; beekeeping, sod, fruit and maple syrup operations, etc.

☐ No

☐ Yes

**STEP 7**

In Question 1 on the next page, copy the names from Step 2.

HOUSEHOLDS WITH MORE THAN SIX PERSONS

If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. If you do not have a second questionnaire, note this in the "Comments" section on page 6. A Statistics Canada representative will contact you.

1. NAME

In the spaces provided, copy the names in the same order as in **Step 2**

Then answer the following questions for each person.

2. RELATIONSHIP TO PERSON 1

For **each** person usually living here, describe his/her relationship to Person 1.

Mark or specify one response only.

If none of the choices apply, use the box marked "Other" to indicate this person's relationship to Person 1.

Examples of "Other" relationships to Person 1:

- *cousin*
- *grandfather or grandmother*
- *son's common-law partner (common-law daughter-in-law)*
- *niece or nephew*
- *lodger's husband, wife or common-law partner*
- *lodger's son or daughter*
- *room-mate's daughter or son*
- *employee*

3. DATE OF BIRTH

Enter **day, month and year**

Example:

If this person was born on the 10th of February 1954, enter

Day Month Year
10 02 19 54

If exact date is not known, enter best estimate.

4. SEX**5. MARITAL STATUS**

Mark one circle only.

6. Is this person living with a common-law partner?

Common-law refers to two people who live together as husband and wife but who are not legally married to each other.

LANGUAGE FIRST LEARNED AT HOME IN CHILDHOOD**7. What is the language that this person first learned at home in childhood and still understands?**

If this person no longer understands the first language learned, indicate the second language learned.

PERSON 1

Family name

Given name

Initial

01

01 ☒ **PERSON 1**

Date of birth

Day Month Year
14 02 19 54

1 ☐ Male 16 ☐ Female

1 ☐ Legally married (and not separated)

16 ☐ Separated, but still legally married

19 ☐ Divorced

20 ☐ Widowed

21 ☐ Never married (single)

22 ☐ Yes

23 ☐ No

24 ☐ English

25 ☐ French

Other — Specify

26

PERSON 2

Family name

Given name

Initial

02.

02 ☐ Husband or wife of Person 1

04 ☐ Common-law partner of Person 1

08 ☐ Son or daughter of Person 1

05 ☐ Son-in-law or daughter-in-law of Person 1

06 ☐ Grandchild of Person 1

07 ☐ Father or mother of Person 1

08 ☐ Father-in-law or mother-in-law of Person 1

09 ☐ Brother or sister of Person 1

11 ☐ Brother-in-law or sister-in-law of Person 1

11 ☐ Lodger or boarder

12 ☐ Room-mate

Other — Specify

13

Date of birth

Day Month Year
14 02 19 54

1 ☐ Male 16 ☐ Female

1 ☐ Legally married (and not separated)

16 ☐ Separated, but still legally married

19 ☐ Divorced

20 ☐ Widowed

21 ☐ Never married (single)

22 ☐ Yes

23 ☐ No

24 ☐ English

25 ☐ French

Other — Specify

26

PERSON 3

Family name

Given name Initial

03

- ☐ Son or daughter of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Grandchild of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Brother-in-law or sister-in-law of Person 1
- ☐ Lodger or boarder
- ☐ Room-mate
- ☐ Other — Specify

Date of birth

Day Month Year

☐ Male ☐ Female

- ☐ Legally married (and not separated)
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed
- ☐ Never married (single)

☐ Yes

☐ No

☐ English

☐ French

☐ Other — Specify

23

PERSON 4

Family name

Given name Initial

04

- ☐ Son or daughter of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Grandchild of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Brother-in-law or sister-in-law of Person 1
- ☐ Lodger or boarder
- ☐ Room-mate
- ☐ Other — Specify

Date of birth

Day Month Year

☐ Male ☐ Female

- ☐ Legally married (and not separated)
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed
- ☐ Never married (single)

☐ Yes

☐ No

☐ English

☐ French

☐ Other — Specify

24

PERSON 5

Family name

Given name Initial

05

- ☐ Son or daughter of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Grandchild of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Brother-in-law or sister-in-law of Person 1
- ☐ Lodger or boarder
- ☐ Room-mate
- ☐ Other — Specify

Date of birth

Day Month Year

☐ Male ☐ Female

- ☐ Legally married (and not separated)
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed
- ☐ Never married (single)

☐ Yes

☐ No

☐ English

☐ French

☐ Other — Specify

25

PERSON 6

Family name

Given name Initial

06

- ☐ Son or daughter of Person 1
- ☐ Son-in-law or daughter-in-law of Person 1
- ☐ Grandchild of Person 1
- ☐ Father or mother of Person 1
- ☐ Father-in-law or mother-in-law of Person 1
- ☐ Brother or sister of Person 1
- ☐ Brother-in-law or sister-in-law of Person 1
- ☐ Lodger or boarder
- ☐ Room-mate
- ☐ Other — Specify

Date of birth

Day Month Year

☐ Male ☐ Female

- ☐ Legally married (and not separated)
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed
- ☐ Never married (single)

☐ Yes

☐ No

☐ English

☐ French

☐ Other — Specify

26



Thank you for your co-operation.

Comments



Recycled paper

QUESTION 2 — Stepchildren, adopted children and children of a common-law partner should be considered sons and daughters.

QUESTION 7 — For a person who has learned two languages at the same time in early childhood, report the language this person had spoken most often at home before starting school. Report two languages only if they were used equally often and are still understood by this person.

For a child who has not yet learned to speak, report the language that is spoken most often to this child at home. Report two languages only if they are spoken equally often to the child, so that he or she learns both languages at the same time.

STEP 1 asks for your address so we can make sure that every household is counted. We use your telephone number to call you for any information you may have forgotten to put on your form.

STEPS 2 to 5 make sure that the count of people in Canada is correct. These steps help you to decide who should and should not be included on your questionnaire. They tell us that we have counted everyone that we need to count, once and only once.

STEP 6 tells us if someone in your household runs a farm. It also makes sure that we count all farms for the Census of Agriculture once, and only once.

QUESTION 1 asks for the names of each person in the household so that no one is left out or counted twice. Names are not put on the census database.

QUESTIONS 2 to 6 ask about the people in each household. From this we can learn about family size, the number of children living with one parent and the number of people who live alone. This information is used for planning certain programs, such as Old Age Security and the Child Tax Benefit. It is also used by towns and cities to plan day care centres, schools and senior citizens' homes.

QUESTION 7 asks for the language first learned at home in childhood. This information is used to establish the size of the various language groups and to estimate the number of children who have a right to be educated in the minority language.

The confidentiality of your census form is protected by law. This means that only Statistics Canada employees who work with census data and have taken an oath of secrecy see your form. Your personal census information cannot be given to anyone outside Statistics Canada — not the police, not another government, not another person. This is your right and our guarantee. The names made available after the census are for totals only. Names and addresses are never made available.

Census forms are stored in a secure site at Statistics Canada in Ottawa. You can ask to see the information you gave about yourself on your 1996 Census form after November 1996. To do this, write to:

Privacy Co-ordinator
Statistics Canada
25th Floor
R.H. Coats Building
Ottawa, Ontario
K1A 0T6

The census representative for your area will contact you if we do not receive your questionnaire. This person will also check your form to see if it is complete. If it is not, the census representative will phone or visit you.

RÉSERVE AU BUREAU		Prov.	CEF n°	SD n°	NV	OCR	2A	1. <input type="text"/> 2. <input type="text"/>	
Ménage n°	Type de formule	Nombre de personnes		Questionnaire n°					
	2			<input type="text"/> <input type="text"/> de <input type="text"/> <input type="text"/>			M <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> RE <input type="checkbox"/> LC <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input type="checkbox"/> U <input type="checkbox"/> 1 <input type="checkbox"/>		



POUR INFORMATION SEULEMENT

RECENSEMENT

96

Soyez du nombre! Le 14 mai 1996

Un message concernant le recensement

Le recensement trace le portrait de notre pays depuis plus de 300 ans. Il recueille des renseignements importants sur notre population et le lieu où elle vit. Le recensement nous aidera tous à faire face aux changements qu'apportera le siècle prochain. Par exemple, les villes et les municipalités se servent des données du recensement pour savoir où sont nécessaires des hôpitaux, des maisons pour personnes âgées, de nouvelles routes ou pour connaître les besoins en matière de transport en commun. Les commissions scolaires s'en servent pour prévoir de nouvelles écoles.

En vertu de la loi, Statistique Canada doit mener un recensement tous les cinq ans, de même que vous devez lui fournir les renseignements demandés. La loi prévoit également que personne en dehors de Statistique Canada n'a accès aux renseignements que vous lui fournissez.

Je vous remercie de votre collaboration.

Ivan P. Fellegi

Statisticien en chef du Canada

Statistique Canada / Statistics Canada
 1-800-267-5555 (toll-free) / 1-800-267-5555 (toll-free)

CONFIDENTIEL UNE FOIS REMPLI



ÉTAPE 1

Commencez ici en inscrivant votre adresse en lettres moulées

N° et rue ou lot et concession

N° d'app.

Ville, village, réserve indienne

Province / territoire

Code postal

Ind. rég.

N° de téléphone

On peut vous aider

Si vous avez besoin d'aide,
voyez la page 6 OU
appelez-nous sans frais au

1 800 565-5595

Ce service est disponible de
9 heures à 21 heures, du
lundi 6 mai au vendredi 17 mai
(sauf le dimanche)

Pour ATME composez
1 800 267-5558

**Passez
à l'ÉTAPE 2 →**



Statistique Canada
Statistics Canada

Canada

Nota : Pour alléger le contenu du questionnaire, le genre masculin est employé pour désigner à la fois les hommes et les femmes.



Inscrivez ci-dessous toutes les personnes qui, le 14 mai 1996, vivent habituellement ici.

- **Commencez par inscrire** le nom et prénom d'un adulte puis, s'il y a lieu, ceux du conjoint ou du partenaire en union libre de cette personne et de leurs enfants
- Par la suite, inscrivez le nom et prénom de toutes les autres personnes qui vivent habituellement ici. Les enfants devraient être inscrits à la suite de leurs parents

N'oubliez pas de vous inscrire!

	Nom de famille	Prénom
Personne 1		
Personne 2		
Personne 3		
Personne 4		
Personne 5		
Personne 6		
Personne 7		
Personne 8		
Personne 9		
Personne 10		

Si l'espace prévu n'est pas suffisant, utilisez la section réservée aux observations à la page 6

ASSUREZ-VOUS D'INSCRIRE

- **toutes les personnes qui vivent habituellement ici**, y compris les enfants, les colocataires, les chambreurs et les employés résidents, même si elles sont temporairement absentes en raison d'un voyage d'affaires, de leurs études ou de vacances,
- **les fils ou filles qui demeurent ailleurs pendant leurs études**, mais qui reviennent vivre ici une partie de l'année,
- **les enfants en garde partagée** qui demeurent ici la majeure partie du temps (si ces enfants passent autant de temps avec chaque parent, inclure ceux qui demeurent ici le 14 mai 1996),
- les personnes d'un autre pays qui demeurent au Canada et qui ont un **permis de travail**, un **permis de séjour pour étudiant**, un **permis ministériel**, ou celles qui réclament le statut de **réfugié**, et les membres de leur famille vivant avec elles,
- les personnes qui vivent habituellement ici, mais qui se trouvent depuis **moins de six mois** dans un **établissement institutionnel** (comme un foyer pour personnes âgées, un hôpital ou une prison),
- les personnes qui séjournent ici le 14 mai 1996 et qui **n'ont pas de domicile habituel ailleurs**,
- les bébés nés le 13 mai 1996 ou avant (si le bébé n'a pas encore reçu de nom, inscrivez seulement «bébé»),
- les personnes qui ont emménagé dans le logement le 14 mai 1996 ou peu avant



ÉTAPE 3

Y a-t-il des personnes que vous n'avez pas inscrites à l'étape 2 parce que vous n'étiez pas certain s'il fallait les compter?

Par exemple :

- d'autres personnes apprenant à vivre ici,
- un étudiant absent à cause de ses études;
- un chambreur qui a un autre domicile;
- une personne qui a déménagé récemment;
- un membre du ménage qui se trouve dans un établissement institutionnel.

00.

☐ Non

01 ☐ Oui — Inscrivez (en lettres moulées) le nom de chacune d'elles et la raison de l'omission

Nom
Raison
Nom
Raison

Si l'espace prévu n'est pas suffisant, utilisez la section réservée aux observations à la page 6



ÉTAPE 4

Est-ce que **TOUTES** les personnes de ce ménage sont :

- des représentants du gouvernement d'un autre pays et leur famille, ou
- des membres des Forces armées d'un autre pays et leur famille, ou
- des résidents d'un autre pays en visite au Canada, par exemple, en voyage d'affaires ou en vacances?

☐ Non — Passez à l'étape 5

☐ Oui — Ne remplissez pas le questionnaire. Retournez-le dans l'enveloppe affranchie ci-jointe



ÉTAPE 5

Si **TOUTES** les personnes de ce ménage demeurent ici temporairement **ET** ont un domicile habituel ailleurs au Canada, indiquez le nombre total de personnes dans cette case

— Ne remplissez pas le questionnaire. Retournez-le dans l'enveloppe affranchie ci-jointe.



ÉTAPE 6

Y a-t-il quelqu'un dans ce ménage qui **EXPLOITE** une exploitation agricole?

02 ☐ Non

03 ☐ Oui

Une exploitation agricole comprend : un ranch, une ferme, un parc d'engraissement, une ferme de plaisance, une serre, une champignonnière, une pépinière, une plantation d'arbres de Noël, une ferme d'animaux à fourrure, une ferme chevaline, une ferme à gibier, une exploitation apicole (d'abeilles), de gazon ou de fruits, une érablière, etc.



ÉTAPE 7

À la question 1 de la page suivante, transcrivez les noms figurant à l'étape 2.

MÉNAGES COMPTANT PLUS DE SIX PERSONNES

Si le ménage compte plus de six personnes, inscrivez les six premières dans ce questionnaire et inscrivez les autres dans un deuxième questionnaire. Si vous ne disposez pas d'un second questionnaire, notez le fait dans la section réservée aux observations à la page 6. Un représentant de Statistique Canada communiquera avec vous.

1. NOM

Transcrivez dans les espaces ci-contre les noms dans le même ordre que celui de la liste à l'étape 2. Répondez ensuite pour chaque personne aux questions suivantes.

2. LIEN AVEC LA PERSONNE 1

Pour **chaque** personne vivant habituellement ici, indiquez le lien de cette personne avec la Personne 1.

Cochez ou précisez une seule réponse.

Si aucune des réponses fournies ne s'applique, utilisez la case «Autre» pour indiquer le lien de cette personne avec la Personne 1.

Exemples d'autres liens avec la Personne 1 :

- cousin ou cousine
- grand-père ou grand-mère
- partenaire en union libre du fils (bru de fait)
- nièce ou neveu
- époux ou épouse ou partenaire en union libre du chambreur ou de la chambreuse
- fils ou fille du chambreur ou de la chambreuse
- fille ou fils du ou de la colocataire
- employé ou employée

3. DATE DE NAISSANCE

Inscrivez le jour, le mois et l'année.

Exemple :

Si cette personne est née le 10 février 1954, inscrivez **10 02 1954**

Si la date exacte n'est pas connue, donnez la meilleure estimation possible.

4. SEXE

5. ÉTAT MATRIMONIAL

Cochez un seul cercle.

6. Cette personne vit-elle avec un partenaire en union libre?

Par **union libre**, on entend deux personnes qui vivent ensemble comme mari et femme sans être légalement mariées l'une à l'autre.

PREMIÈRE LANGUE APPRISE À LA MAISON DANS L'ENFANCE

7. Quelle est la langue que cette personne a apprise en premier lieu à la maison dans son enfance et qu'elle comprend encore?

Si cette personne ne comprend plus la première langue apprise, indiquez la seconde langue qu'elle a apprise.

PERSONNE 1

Nom de famille

Prénom

01.

☒ PERSONNE 1

Date de naissance

Jour Mois Année
14 1 1954

15 ☐ Masculin 16 ☐ Féminin

17 ☐ Légalement marié (et non séparé)

18 ☐ Séparé, mais toujours légalement marié

19 ☐ Divorcé

20 ☐ Veuf ou veuve

21 ☐ Célibataire (jamais marié)

22 ☐ Oui

23 ☐ Non

24 ☐ Anglais

25 ☐ Français

Autre — Précisez

26

PERSONNE 2

Nom de famille

Prénom

02.

18 ☐ Époux ou épouse de la Personne 1

19 ☐ Partenaire en union libre de la Personne 1

24 ☐ Fils ou fille de la Personne 1

25 ☐ Gendre ou bru de la Personne 1

26 ☐ Petit-enfant de la Personne 1

27 ☐ Père ou mère de la Personne 1

28 ☐ Beau-père ou belle-mère de la Personne 1

29 ☐ Frère ou sœur de la Personne 1

30 ☐ Beau-frère ou belle-sœur de la Personne 1

31 ☐ Chambreux ou chambreuse

32 ☐ Colocataire

Autre — Précisez

33

Date de naissance

Jour Mois Année
14 1 1954

34 ☐ Masculin 35 ☐ Féminin

36 ☐ Légalement marié (et non séparé)

37 ☐ Séparé, mais toujours légalement marié

38 ☐ Divorcé

39 ☐ Veuf ou veuve

40 ☐ Célibataire (jamais marié)

41 ☐ Oui

42 ☐ Non

43 ☐ Anglais

44 ☐ Français

Autre — Précisez

45

PERSONNE 3	PERSONNE 4	PERSONNE 5	PERSONNE 6
Nom de famille	Nom de famille	Nom de famille	Nom de famille
Prénom	Prénom	Prénom	Prénom
03	04	05	06
<input type="radio"/> 01 Fils ou fille de la Personne 1 <input type="radio"/> 02 Gendre ou bru de la Personne 1 <input type="radio"/> 03 Petit-enfant de la Personne 1 <input type="radio"/> 04 Père ou mère de la Personne 1 <input type="radio"/> 05 Beau-père ou belle-mère de la Personne 1 <input type="radio"/> 06 Frère ou sœur de la Personne 1 <input type="radio"/> 07 Beau-frère ou belle-sœur de la Personne 1 <input type="radio"/> 08 Chambreur ou chambrreuse <input type="radio"/> 09 Colocataire Autre — Précisez	<input type="radio"/> 04 Fils ou fille de la Personne 1 <input type="radio"/> 05 Gendre ou bru de la Personne 1 <input type="radio"/> 06 Petit-enfant de la Personne 1 <input type="radio"/> 07 Père ou mère de la Personne 1 <input type="radio"/> 08 Beau-père ou belle-mère de la Personne 1 <input type="radio"/> 09 Frère ou sœur de la Personne 1 <input type="radio"/> 10 Beau-frère ou belle-sœur de la Personne 1 <input type="radio"/> 11 Chambreur ou chambrreuse <input type="radio"/> 12 Colocataire Autre — Précisez	<input type="radio"/> 04 Fils ou fille de la Personne 1 <input type="radio"/> 05 Gendre ou bru de la Personne 1 <input type="radio"/> 06 Petit-enfant de la Personne 1 <input type="radio"/> 07 Père ou mère de la Personne 1 <input type="radio"/> 08 Beau-père ou belle-mère de la Personne 1 <input type="radio"/> 09 Frère ou sœur de la Personne 1 <input type="radio"/> 10 Beau-frère ou belle-sœur de la Personne 1 <input type="radio"/> 11 Chambreur ou chambrreuse <input type="radio"/> 12 Colocataire Autre — Précisez	<input type="radio"/> 04 Fils ou fille de la Personne 1 <input type="radio"/> 05 Gendre ou bru de la Personne 1 <input type="radio"/> 06 Petit-enfant de la Personne 1 <input type="radio"/> 07 Père ou mère de la Personne 1 <input type="radio"/> 08 Beau-père ou belle-mère de la Personne 1 <input type="radio"/> 09 Frère ou sœur de la Personne 1 <input type="radio"/> 10 Beau-frère ou belle-sœur de la Personne 1 <input type="radio"/> 11 Chambreur ou chambrreuse <input type="radio"/> 12 Colocataire Autre — Précisez
Date de naissance	Date de naissance	Date de naissance	Date de naissance
Jour Mois Année	Jour Mois Année	Jour Mois Année	Jour Mois Année
14 1	14 1	14 1	14 1
15 <input type="radio"/> Masculin 16 <input type="radio"/> Féminin	15 <input type="radio"/> Masculin 16 <input type="radio"/> Féminin	15 <input type="radio"/> Masculin 16 <input type="radio"/> Féminin	15 <input type="radio"/> Masculin 16 <input type="radio"/> Féminin
<input type="radio"/> 17 Légalement marié (et non séparé) <input type="radio"/> 18 Séparé, mais toujours légalement marié <input type="radio"/> 19 Divorcé <input type="radio"/> 20 Veuf ou veuve <input type="radio"/> 21 Célibataire (jamais marié)	<input type="radio"/> 17 Légalement marié (et non séparé) <input type="radio"/> 18 Séparé, mais toujours légalement marié <input type="radio"/> 19 Divorcé <input type="radio"/> 20 Veuf ou veuve <input type="radio"/> 21 Célibataire (jamais marié)	<input type="radio"/> 17 Légalement marié (et non séparé) <input type="radio"/> 18 Séparé, mais toujours légalement marié <input type="radio"/> 19 Divorcé <input type="radio"/> 20 Veuf ou veuve <input type="radio"/> 21 Célibataire (jamais marié)	<input type="radio"/> 17 Légalement marié (et non séparé) <input type="radio"/> 18 Séparé, mais toujours légalement marié <input type="radio"/> 19 Divorcé <input type="radio"/> 20 Veuf ou veuve <input type="radio"/> 21 Célibataire (jamais marié)
<input type="radio"/> 22 Oui <input type="radio"/> 23 Non	<input type="radio"/> 22 Oui <input type="radio"/> 23 Non	<input type="radio"/> 22 Oui <input type="radio"/> 23 Non	<input type="radio"/> 22 Oui <input type="radio"/> 23 Non
<input type="radio"/> 24 Anglais <input type="radio"/> 25 Français Autre — Précisez	<input type="radio"/> 24 Anglais <input type="radio"/> 25 Français Autre — Précisez	<input type="radio"/> 24 Anglais <input type="radio"/> 25 Français Autre — Précisez	<input type="radio"/> 24 Anglais <input type="radio"/> 25 Français Autre — Précisez
28	28	28	28



Vous avez maintenant rempli votre questionnaire. Veuillez le mettre à la poste dès aujourd'hui.

ÉTAPE 8

Nous vous remercions de votre collaboration.

Observations



Papier recyclé

Comment répondre aux questions 2 et 7

QUESTION 2 — Les enfants d'un autre lit, les enfants adoptés et les enfants du partenaire en union libre devraient être considérés comme des fils et des filles

QUESTION 7 — Dans le cas d'une personne ayant appris **deux langues** en même temps durant sa petite enfance, inscrivez la langue qu'elle parlait le plus souvent à la maison avant d'aller à l'école. Inscrivez **deux langues** seulement si la personne les utilisait également et si elle les comprend encore

Dans le cas d'un enfant n'ayant pas encore appris à parler, inscrivez la langue qui est utilisée le plus souvent à la maison pour lui parler. Inscrivez **deux langues** seulement si elles sont utilisées **également** pour parler à l'enfant, de sorte qu'il les apprendra en même temps

Raisons pour lesquelles les questions vous sont posées

ÉTAPE 1 — Nous vous demandons votre adresse afin que nous puissions nous assurer que chaque ménage a été compté. Votre numéro de téléphone nous sera utile pour communiquer avec vous si vous oubliez de fournir des renseignements sur votre questionnaire.

Les **ÉTAPES 2 à 5** nous assurent que le dénombrement des personnes au Canada est exact. Ces étapes vous aident à savoir qui inscrire ou qui ne pas inscrire dans votre questionnaire. Elles nous servent à savoir si chaque personne a été comptée une fois et seulement une fois.

L'**ÉTAPE 6** nous indique si un membre de votre ménage exploite une ferme. Elle nous permet aussi de savoir si chaque ferme a été comptée une fois et seulement une fois au cours du Recensement de l'agriculture.

QUESTION 1 — Les noms des membres de votre ménage nous permettent de savoir si nous avons compté tout le monde, seulement une fois. Les noms ne sont pas entrés dans la base de données du recensement.

Les **QUESTIONS 2 à 6** se rapportent aux membres de chaque ménage. Elles nous servent à calculer la taille des familles, le nombre d'enfants vivant avec un seul parent et le nombre de personnes vivant seules. Elles servent à mettre sur pied des programmes sociaux, comme ceux de la Sécurité de la vieillesse et de la prestation fiscale pour enfants. Les municipalités et les villes s'en servent pour organiser des services comme les garderies, les écoles et les foyers pour personnes âgées.

La **QUESTION 7** vous demande d'indiquer la première langue apprise à la maison dans l'enfance. Cette information nous permet de déterminer l'effectif des différents groupes linguistiques et d'estimer le nombre des enfants qui ont droit à l'instruction dans la langue de la minorité.

La loi protège les renseignements que vous nous donnez

Les renseignements que vous fournissez dans votre questionnaire de recensement sont protégés par la loi. Les employés de Statistique Canada qui traitent votre questionnaire ont prêté un serment de discrétion. Ils sont les seuls à le manipuler. Personne, ni même la police, ni les autres administrations publiques, ne peut avoir accès à votre questionnaire. C'est un droit qui vous est garanti par la loi. Après le recensement, nous diffusons seulement l'information recueillie auprès de l'ensemble de la population du Canada. Les noms et les adresses ne sont jamais publiés.

Les questionnaires de recensement sont conservés sous le sceau du secret à Statistique Canada, à Ottawa. Vous pouvez consulter votre questionnaire du recensement de 1996 après novembre 1996. Pour ce faire, écrivez à l'adresse suivante :

Coordonnateur de la protection de la vie privée
Statistique Canada
25^e étage
Immeuble R-H-Coats
Ottawa (Ontario)
K1A 0T6

Rôle du recenseur

Le recenseur de votre région vous contactera si nous n'avons pas reçu votre questionnaire. Il vérifiera également votre questionnaire pour s'assurer qu'il est complet. Si votre questionnaire est incomplet, le recenseur vous téléphonera ou vous rendra visite.

APPENDIX J

Questionnaire 2B





OFFICE USE ONLY		Prov	FED No.	EA No	VN	CCD	2B		1.	
							TD	M	FR	Form 3
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							2	4		
							UD	DC	TR	Coll.
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							1	3	5	



FOR INFORMATION ONLY

CENSUS 96

Count Yourself In! May 14, 1996

A message about the census

For over 300 years, the census has painted a picture of our country. It provides important information on our people and the places they live. The census will help all of us prepare for the changes the new century will bring. For example, cities and towns use census data to decide where we need hospitals, homes for senior citizens, new roads or bus routes. School boards use census data to plan for new schools.

By law, Statistics Canada must take a census every five years, and you must provide the information requested. And by law, no one outside Statistics Canada is allowed to see the personal information you provide.

Thank you for your cooperation.

Ivan P. Fellegi

Chief Statistician of Canada

CONFIDENTIAL WHEN COMPLETED



Begin here by printing your address

No. and street or lot and concession

Apt. No.

STEP 1

City, town, village, Indian reserve

Province territory

Postal code

Area code

Telephone number

Need Help?

Please see the Guide OR call us
free of charge at:

1 800 565-5595

This service is available from 9 a.m. to 9 p.m. from Monday, May 6 through Friday, May 17 (excluding Sunday).

TDD/TTY users call
1.800.267.5558

**Continue
with STEP 2 →**



Statistics Canada / Statistique Canada

Canada

**STEP 2**

List below all persons who usually live here as of May 14, 1996.

- Begin the list with an adult followed, if applicable, by that person's spouse or common-law partner and by their children
- Continue with all other persons who usually live here. Children should be listed immediately after their parent(s)

Don't forget to include yourself!

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the "Comments" section on page 32

BE SURE TO INCLUDE

- everyone who usually lives here, including children, room-mates, boarders and live-in employees, even if they are temporarily away on business, at school or on vacation,
- sons or daughters who live somewhere else while attending school but return to live here for part of the year,
- children in joint custody who live here most of the time (if they spend equal time with each parent, include them if they are staying here on May 14, 1996),
- persons from another country who live in Canada and have student, work or Minister's permits, or persons claiming refugee status, and family members living with them,
- persons who usually live here but are now in an institution (such as a home for the aged, a hospital or a prison), if they have been there less than six months;
- persons staying here on May 14, 1996, who have no usual home elsewhere,
- an infant born on or before May 13 (if the baby has not been named, simply list as "baby"),
- persons who moved into this household on or just before May 14, 1996.

**STEP 3**

Did you leave anyone out of Step 2 because you were not sure the person should be listed?

00.

☐ No

01 ☐ Yes — Print the name of each person left out and the reason.

Name
Reason

Name
Reason

If you need more space, use the "Comments" section on page 32

For example,

- other relatives living here;
- a student away at school;
- a lodger who has another home;
- a person who has moved recently, or
- a member of this household who is away in an institution

**STEP 4**

Are ALL persons in this household:

- government representatives of another country and their families, or
- members of the Armed Forces of another country and their families, or
- residents of another country visiting Canada, for example, on a business trip or on vacation?

☐ No — Continue with Step 5

☐ Yes — Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

**STEP 5**

If ALL persons in this household are staying here temporarily AND have a usual home somewhere else in Canada, enter the total number of persons in this box

— Do not complete this questionnaire. Mail it in the enclosed postage-paid envelope.

**STEP 6**

Does anyone in this household OPERATE an agricultural operation?

02 ☐ No03 ☐ Yes

Agricultural operations include: ranches, farms, feedlots, hobby farms, greenhouses, mushroom houses, nurseries, Christmas tree farms, fur farms, horse farms, game farms; beekeeping, sod, fruit and maple syrup operations, etc

**STEP 7**

In Question 1 on the next page, copy the names from Step 2.

HOUSEHOLDS WITH MORE THAN SIX PERSONS

If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. If you do not have a second questionnaire, note this in the "Comments" section on page 32. A Statistics Canada representative will contact you.

1. NAME

In the spaces provided, copy the names in the same order as in **Step 2**

Then answer the following questions for each person

PERSON 1

Family name

Given name

Initial

PERSON 2

Family name

Given name

Initial

2. RELATIONSHIP TO PERSON 1

For **each** person usually living here, describe his/her relationship to Person 1.

Mark or specify one response only.

If none of the choices apply, use the box marked "Other" to indicate this person's relationship to Person 1.

Examples of "Other" relationships to Person 1:

- cousin
- grandfather or grandmother
- son's common-law partner (common-law daughter-in-law)
- niece or nephew
- lodger's husband, wife or common-law partner
- lodger's son or daughter
- room-mate's daughter or son
- employee

3. DATE OF BIRTH

Enter day, month and year

Example:

If this person was born on the 10th of February 1954, enter

Day Month Year
10 02 1954

If exact date is not known, enter best estimate.

4. SEX**5. MARITAL STATUS**

Mark one circle only.

6. Is this person living with a common-law partner?

Common-law refers to two people who live together as husband and wife but who are not legally married to each other.

01.

01 ☒ **PERSON 1**

Date of birth

Day Month Year

14 02 1954

15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

02.

02 ☐ Husband or wife of Person 103 ☐ Common-law partner of Person 104 ☐ Son or daughter of Person 105 ☐ Son-in-law or daughter-in-law of Person 106 ☐ Grandchild of Person 107 ☐ Father or mother of Person 108 ☐ Father-in-law or mother-in-law of Person 109 ☐ Brother or sister of Person 110 ☐ Brother-in-law or sister-in-law of Person 111 ☐ Lodger or boarder12 ☐ Room-mate

Other — Specify

13

Date of birth

Day Month Year

14 02 1954

15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

03.

04 ☐ Son or daughter of Person 105 ☐ Son-in-law or daughter-in-law of Person 106 ☐ Grandchild of Person 107 ☐ Father or mother of Person 108 ☐ Father-in-law or mother-in-law of Person 109 ☐ Brother or sister of Person 110 ☐ Brother-in-law or sister-in-law of Person 111 ☐ Lodger or boarder12 ☐ Room-mate

Other Specify

13

Date of birth

Day Month Year

14 15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

04.

04 ☐ Son or daughter of Person 105 ☐ Son-in-law or daughter-in-law of Person 106 ☐ Grandchild of Person 107 ☐ Father or mother of Person 108 ☐ Father-in-law or mother-in-law of Person 109 ☐ Brother or sister of Person 110 ☐ Brother-in-law or sister-in-law of Person 111 ☐ Lodger or boarder12 ☐ Room-mate

Other Specify

13

Date of birth

Day Month Year

14 15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

05.

04 ☐ Son or daughter of Person 105 ☐ Son-in-law or daughter-in-law of Person 106 ☐ Grandchild of Person 107 ☐ Father or mother of Person 108 ☐ Father-in-law or mother-in-law of Person 109 ☐ Brother or sister of Person 110 ☐ Brother-in-law or sister-in-law of Person 111 ☐ Lodger or boarder12 ☐ Room-mate

Other Specify

13

Date of birth

Day Month Year

14 15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

06.

04 ☐ Son or daughter of Person 105 ☐ Son-in-law or daughter-in-law of Person 106 ☐ Grandchild of Person 107 ☐ Father or mother of Person 108 ☐ Father-in-law or mother-in-law of Person 109 ☐ Brother or sister of Person 110 ☐ Brother-in-law or sister-in-law of Person 111 ☐ Lodger or boarder12 ☐ Room-mate

Other Specify

13

Date of birth

Day Month Year

14 15 ☐ Male 16 ☐ Female17 ☐ Legally married (and not separated)18 ☐ Separated, but still legally married19 ☐ Divorced20 ☐ Widowed21 ☐ Never married (single)22 ☐ Yes23 ☐ No

ACTIVITY LIMITATIONS

7. Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem:

(a) at home?

(b) at school or at work?

(c) in other activities, for example, in transportation to or from work, or in leisure time activities?

8. Does this person have any **long-term** disabilities or handicaps?

LANGUAGE

9. Can this person speak English or French well enough to conduct a conversation?

Mark one circle only.

10. What language(s), other than English or French, can this person speak well enough to conduct a conversation?

11. What language does this person speak **most often** at home?

12. What is the language that this person **first learned** at home in childhood and still understands?

If this person no longer understands the first language learned, indicate the second language learned.

07.

01 ☐ Yes, limited

02 ☐ No, not limited

03 ☐ Yes, limited

04 ☐ No, not limited

05 ☐ Not applicable

06 ☐ Yes, limited

07 ☐ No, not limited

08 ☐ Yes

09 ☐ No

10 ☐ English only

11 ☐ French only

12 ☐ Both English and French

13 ☐ Neither English nor French

14 ☐ None

OR

Specify other language(s)

15

16

17

18 ☐ English

19 ☐ French

Other — Specify

20

21 ☐ English

22 ☐ French

Other — Specify

23

08.

01 ☐ Yes, limited

02 ☐ No, not limited

03 ☐ Yes, limited

04 ☐ No, not limited

05 ☐ Not applicable

06 ☐ Yes, limited

07 ☐ No, not limited

08 ☐ Yes

09 ☐ No

10 ☐ English only

11 ☐ French only

12 ☐ Both English and French

13 ☐ Neither English nor French

14 ☐ None

OR

Specify other language(s)

15

16

17

18 ☐ English

19 ☐ French

Other — Specify

20

21 ☐ English

22 ☐ French

Other — Specify

23

09.

- 01 ☐ Yes, limited
 02 ☐ No, not limited
 03 ☐ Yes, limited
 04 ☐ No, not limited
 05 ☐ Not applicable
 06 ☐ Yes, limited
 07 ☐ No, not limited

- 08 ☐ Yes
 09 ☐ No

- 10 ☐ English only
 11 ☐ French only
 12 ☐ Both English and French
 13 ☐ Neither English nor French

- 14 ☐ None
 OR
 Specify other language(s)

15
 16
 17

- 18 ☐ English
 19 ☐ French
 Other — Specify

20

- 21 ☐ English
 22 ☐ French
 Other — Specify

23

10.

- 01 ☐ Yes, limited
 02 ☐ No, not limited
 03 ☐ Yes, limited
 04 ☐ No, not limited
 05 ☐ Not applicable
 06 ☐ Yes, limited
 07 ☐ No, not limited

- 08 ☐ Yes
 09 ☐ No

- 10 ☐ English only
 11 ☐ French only
 12 ☐ Both English and French
 13 ☐ Neither English nor French

- 14 ☐ None
 OR
 Specify other language(s)

15
 16
 17

- 18 ☐ English
 19 ☐ French
 Other — Specify

20

- 21 ☐ English
 22 ☐ French
 Other — Specify

23

11.

- 01 ☐ Yes, limited
 02 ☐ No, not limited
 03 ☐ Yes, limited
 04 ☐ No, not limited
 05 ☐ Not applicable
 06 ☐ Yes, limited
 07 ☐ No, not limited

- 08 ☐ Yes
 09 ☐ No

- 10 ☐ English only
 11 ☐ French only
 12 ☐ Both English and French
 13 ☐ Neither English nor French

- 14 ☐ None
 OR
 Specify other language(s)

15
 16
 17

- 18 ☐ English
 19 ☐ French
 Other — Specify

20

- 21 ☐ English
 22 ☐ French
 Other — Specify

23

12.

- 01 ☐ Yes, limited
 02 ☐ No, not limited
 03 ☐ Yes, limited
 04 ☐ No, not limited
 05 ☐ Not applicable
 06 ☐ Yes, limited
 07 ☐ No, not limited

- 08 ☐ Yes
 09 ☐ No

- 10 ☐ English only
 11 ☐ French only
 12 ☐ Both English and French
 13 ☐ Neither English nor French

- 14 ☐ None
 OR
 Specify other language(s)

15
 16
 17

- 18 ☐ English
 19 ☐ French
 Other — Specify

20

- 21 ☐ English
 22 ☐ French
 Other — Specify

23

SOCIO-CULTURAL INFORMATION

13. Where was this person born?

- *Mark or specify one response only, according to present boundaries*

13.

Born in Canada

- 01 ☐ Nfld 07 ☐ Man
02 ☐ P E I 08 ☐ Sask
03 ☐ N S 09 ☐ Alta
04 ☐ N B 10 ☐ B C
05 ☐ Que 11 ☐ Yukon
06 ☐ Ont 12 ☐ N W T

Born outside Canada

Country — Specify

13

14. Of what country is this person a citizen?

- *Mark or specify more than one, if applicable.*

14 ☐ Canada, by birth

15 ☐ Canada, by naturalization

Other country — Specify

16

15. Is this person now, or has this person ever been, a landed immigrant?

A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities, but who is not a Canadian citizen by birth.

17 ☐ No — Go to Question 17

18 ☐ Yes — Continue with the next question

Year

19

16. In what year did this person first become a landed immigrant?

If exact year is not known, enter best estimate.

Year

19

17. To which ethnic or cultural group(s) did this person's ancestors belong?

Specify as many groups as applicable

20

Born in Canada

- 01 ☐ Nfld 07 ☐ Man
02 ☐ P E I 08 ☐ Sask
03 ☐ N S 09 ☐ Alta
04 ☐ N B 10 ☐ B C
05 ☐ Que 11 ☐ Yukon
06 ☐ Ont 12 ☐ N W T

Born outside Canada

Country — Specify

13

14 ☐ Canada, by birth

15 ☐ Canada, by naturalization

Other country — Specify

16

17 ☐ No — Go to Question 17

18 ☐ Yes — Continue with the next question

Year

19

Specify as many groups as applicable

20

15.

Born in Canada

- ☐ Nfld 07 ☐ Man
☐ P.E.I. 08 ☐ Sask
☐ N.S. 09 ☐ Alta
☐ N.B. 10 ☐ B.C.
☐ Que 11 ☐ Yukon
☐ Ont 12 ☐ N.W.T.

Born outside Canada

Country — Specify

15 14 ☐ Canada, by birth15 ☐ Canada, by naturalization

Other country — Specify

15 18 ☐ No — Go to Question 1718 ☐ Yes — Continue with the next question

Year

19

Specify as many groups as applicable

20

16.

Born in Canada

- ☐ Nfld 07 ☐ Man
☐ P.E.I. 08 ☐ Sask
☐ N.S. 09 ☐ Alta
☐ N.B. 10 ☐ B.C.
☐ Que 11 ☐ Yukon
☐ Ont 12 ☐ N.W.T.

Born outside Canada

Country — Specify

13 14 ☐ Canada, by birth15 ☐ Canada, by naturalization

Other country — Specify

16 17 ☐ No — Go to Question 1718 ☐ Yes — Continue with the next question

Year

19

Specify as many groups as applicable

20

17.

Born in Canada

- ☐ Nfld 07 ☐ Man
☐ P.E.I. 08 ☐ Sask
☐ N.S. 09 ☐ Alta
☐ N.B. 10 ☐ B.C.
☐ Que 11 ☐ Yukon
☐ Ont 12 ☐ N.W.T.

Born outside Canada

Country — Specify

13 14 ☐ Canada, by birth15 ☐ Canada, by naturalization

Other country — Specify

16 17 ☐ No — Go to Question 1718 ☐ Yes — Continue with the next question

Year

19

Specify as many groups as applicable

20

18.

Born in Canada

- ☐ Nfld 07 ☐ Man
☐ P.E.I. 08 ☐ Sask
☐ N.S. 09 ☐ Alta
☐ N.B. 10 ☐ B.C.
☐ Que 11 ☐ Yukon
☐ Ont 12 ☐ N.W.T.

Born outside Canada

Country — Specify

13 14 ☐ Canada, by birth15 ☐ Canada, by naturalization

Other country — Specify

16 17 ☐ No — Go to Question 1718 ☐ Yes — Continue with the next question

Year

19

Specify as many groups as applicable

20

18. Is this person an Aboriginal person, that is,
• North American Indian, Métis or Inuit (Eskimo)?

If "Yes", mark the circle(s) that best describe(s) this person now.

19. Is this person:

- Mark or specify more than one, if applicable.

Note:

This information is collected to support programs which promote equal opportunity for everyone to share in the social, cultural and economic life of Canada.

20. Is this person a member of an Indian Band/First Nation?

21. Is this person a treaty Indian or a registered Indian as defined by the *Indian Act* of Canada?

19.

- 01 ☐ No — Continue with the next question
02 ☐ Yes, North American Indian
03 ☐ Yes, Métis
04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White

06 ☐ Chinese

07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)

08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)

09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)

10 ☐ Filipino

11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)

12 ☐ Latin American

13 ☐ Japanese

14 ☐ Korean

Other — Specify

15

16 ☐ No

17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/
First Nation (for example,
Musqueam)

18

19 ☐ No

20 ☐ Yes, treaty Indian or registered Indian

20.

- 01 ☐ No — Continue with the next question
02 ☐ Yes, North American Indian
03 ☐ Yes, Métis
04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White

06 ☐ Chinese

07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)

08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)

09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)

10 ☐ Filipino

11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)

12 ☐ Latin American

13 ☐ Japanese

14 ☐ Korean

Other — Specify

15

16 ☐ No

17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/
First Nation (for example,
Musqueam)

18

19 ☐ No

20 ☐ Yes, treaty Indian or registered Indian

21.

- 01 ☐ No — Continue with the next question
- 02 ☐ Yes, North American Indian
- 03 ☐ Yes, Métis
- 04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White06 ☐ Chinese07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)10 ☐ Filipino11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)12 ☐ Latin American13 ☐ Japanese14 ☐ Korean

Other — Specify

15 16 ☐ No17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/First Nation (for example, Musqueam)

18 19 ☐ No20 ☐ Yes, treaty Indian or registered Indian

22.

- 01 ☐ No — Continue with the next question
- 02 ☐ Yes, North American Indian
- 03 ☐ Yes, Métis
- 04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White06 ☐ Chinese07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)10 ☐ Filipino11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)12 ☐ Latin American13 ☐ Japanese14 ☐ Korean

Other — Specify

15 16 ☐ No17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/First Nation (for example, Musqueam)

18 19 ☐ No20 ☐ Yes, treaty Indian or registered Indian

23.

- 01 ☐ No — Continue with the next question
- 02 ☐ Yes, North American Indian
- 03 ☐ Yes, Métis
- 04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White06 ☐ Chinese07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)10 ☐ Filipino11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)12 ☐ Latin American13 ☐ Japanese14 ☐ Korean

Other — Specify

15 16 ☐ No17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/First Nation (for example, Musqueam)

18 19 ☐ No20 ☐ Yes, treaty Indian or registered Indian

24.

- 01 ☐ No — Continue with the next question
- 02 ☐ Yes, North American Indian
- 03 ☐ Yes, Métis
- 04 ☐ Yes, Inuit (Eskimo)
If "Yes" to any of the above, go to Question 20

05 ☐ White06 ☐ Chinese07 ☐ South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)08 ☐ Black (e.g., African, Haitian, Jamaican, Somali)09 ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)10 ☐ Filipino11 ☐ South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)12 ☐ Latin American13 ☐ Japanese14 ☐ Korean

Other — Specify

15 16 ☐ No17 ☐ Yes, member of an Indian Band/First Nation

Specify Indian Band/First Nation (for example, Musqueam)

18 19 ☐ No20 ☐ Yes, treaty Indian or registered Indian

Answer Questions 22 to 48 for each person aged 15 and over.

MOBILITY

22. Where did this person live **1 year ago**, that is, on May 14, 1995?

Mark one circle only

23. Where did this person live **5 years ago**, that is, on May 14, 1991?

Mark one circle only.

Note:

Some large cities are made up of smaller cities or towns called *municipalities*. Where applicable, identify the municipality rather than the larger city, for example, Dorval rather than Montréal, Scarborough rather than Toronto, St. Albert rather than Edmonton, Saanich rather than Victoria.

25.

- 01 ☐ Lived at the same address as now

- 02 ☐ Lived in the same province/territory, but at a different address

- 03 ☐ Lived in a different province/territory in Canada
Specify name of province/territory

04

- 05 ☐ Lived outside Canada
Specify name of country

06

- 07 ☐ Lived at the same address as now

- 08 ☐ Lived at a different address in the same city, town, village, township, municipality or Indian reserve

- 09 ☐ Lived in a different city, town, village, township, municipality or Indian reserve in Canada
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

- 11 ☐ Lived outside Canada
Specify name of country

12

26.

- 01 ☐ Lived at the same address as now

- 02 ☐ Lived in the same province/territory, but at a different address

- 03 ☐ Lived in a different province/territory in Canada
Specify name of province/territory

04

- 05 ☐ Lived outside Canada
Specify name of country

06

- 07 ☐ Lived at the same address as now

- 08 ☐ Lived at a different address in the same city, town, village, township, municipality or Indian reserve

- 09 ☐ Lived in a different city, town, village, township, municipality or Indian reserve in Canada
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

- 11 ☐ Lived outside Canada
Specify name of country

12

Answer Questions 22 to 48 for each person aged 15 and over.

27.

01 ☐ Lived at the **same** address as now

02 ☐ Lived in the **same** province/territory, but at a **different** address

03 ☐ Lived in a **different** province/territory in **Canada**
Specify name of province/territory

04

04 ☐ Lived **outside Canada**
Specify name of country

08

07 ☐ Lived at the **same** address as now

08 ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve

09 ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve in **Canada**
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

11

11 ☐ Lived **outside Canada**
Specify name of country

12

28.

01 ☐ Lived at the **same** address as now

02 ☐ Lived in the **same** province/territory, but at a **different** address

03 ☐ Lived in a **different** province/territory in **Canada**
Specify name of province/territory

04

05 ☐ Lived **outside Canada**
Specify name of country

06

07 ☐ Lived at the **same** address as now

08 ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve

09 ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve in **Canada**
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

11

11 ☐ Lived **outside Canada**
Specify name of country

12

29.

01 ☐ Lived at the **same** address as now

02 ☐ Lived in the **same** province/territory, but at a **different** address

03 ☐ Lived in a **different** province/territory in **Canada**
Specify name of province/territory

04

05 ☐ Lived **outside Canada**
Specify name of country

06

07 ☐ Lived at the **same** address as now

08 ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve

09 ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve in **Canada**
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

11

11 ☐ Lived **outside Canada**
Specify name of country

12

30.

01 ☐ Lived at the **same** address as now

02 ☐ Lived in the **same** province/territory, but at a **different** address

03 ☐ Lived in a **different** province/territory in **Canada**
Specify name of province/territory

04

05 ☐ Lived **outside Canada**
Specify name of country

06

07 ☐ Lived at the **same** address as now

08 ☐ Lived at a **different** address in the **same** city, town, village, township, municipality or Indian reserve

09 ☐ Lived in a **different** city, town, village, township, municipality or Indian reserve in **Canada**
Specify below

City, town, village, township, municipality or Indian reserve

10

Province or territory

11

11 ☐ Lived **outside Canada**
Specify name of country

12

Remember, these questions are only for persons aged 15 and over.

EDUCATION

24. What is the **highest** grade (or year) of **secondary** (high school) or **elementary** school this person ever attended?

Enter highest number (1 to 13) of grades or years, excluding kindergarten

25. How many years of education has this person
 ■ completed at **university**?

26. How many years of schooling has this person
 ■ ever completed at an institution **other than** a university, a secondary (high) school or an elementary school?

Include years of schooling at community colleges, technical institutes, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.

27. In the past **eight months** (that is, since last September), was this person attending a school, college or university?

Include attendance at elementary or secondary schools, business or trade schools, community colleges, technical institutes, CEGEPs, etc., for courses which can be used as credits towards a certificate, diploma or degree.

Mark one circle only.

31.

- 01 ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

- 02 ☐ Never attended school or attended kindergarten only

32.

- 01 ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

- 02 ☐ Never attended school or attended kindergarten only

- 03 ☐ None

- 04 ☐ Less than 1 year (of completed courses)

- 05 ◀ Number of completed years at university

- 03 ☐ None

- 04 ☐ Less than 1 year (of completed courses)

- 05 ◀ Number of completed years at university

- 06 ☐ None

- 07 ☐ Less than 1 year (of completed courses)

- 08 ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc

- 06 ☐ None

- 07 ☐ Less than 1 year (of completed courses)

- 08 ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc

- 09 ☐ No, did not attend in past eight months

- 10 ☐ Yes, full time

- 11 ☐ Yes, part time, day or evening

- 09 ☐ No, did not attend in past eight months

- 10 ☐ Yes, full time

- 11 ☐ Yes, part time, day or evening

Remember, these questions are only for persons aged 15 and over.

33.

01 ☐ ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

02 ☐ ◀ Never attended school or attended kindergarten only

34.

01 ☐ ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

02 ☐ ◀ Never attended school or attended kindergarten only

35.

01 ☐ ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

02 ☐ ◀ Never attended school or attended kindergarten only

36.

01 ☐ ◀ Number (1 to 13) of grades or years of secondary and/or elementary school

OR

02 ☐ ◀ Never attended school or attended kindergarten only

03 ☐ ◀ None

04 ☐ ◀ Less than 1 year (of completed courses)

05 ☐ ◀ Number of completed years at university

03 ☐ ◀ None

04 ☐ ◀ Less than 1 year (of completed courses)

05 ☐ ◀ Number of completed years at university

03 ☐ ◀ None

04 ☐ ◀ Less than 1 year (of completed courses)

05 ☐ ◀ Number of completed years at university

03 ☐ ◀ None

04 ☐ ◀ Less than 1 year (of completed courses)

05 ☐ ◀ Number of completed years at university

06 ☐ ◀ None

07 ☐ ◀ Less than 1 year (of completed courses)

08 ☐ ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.

06 ☐ ◀ None

07 ☐ ◀ Less than 1 year (of completed courses)

08 ☐ ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.

06 ☐ ◀ None

07 ☐ ◀ Less than 1 year (of completed courses)

08 ☐ ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.

06 ☐ ◀ None

07 ☐ ◀ Less than 1 year (of completed courses)

08 ☐ ◀ Number of completed years at community colleges, trade schools, CEGEPs, etc.

09 ☐ ◀ No, did not attend in past eight months

10 ☐ ◀ Yes, full time

11 ☐ ◀ Yes, part time, day or evening

09 ☐ ◀ No, did not attend in past eight months

10 ☐ ◀ Yes, full time

11 ☐ ◀ Yes, part time, day or evening

09 ☐ ◀ No, did not attend in past eight months

10 ☐ ◀ Yes, full time

11 ☐ ◀ Yes, part time, day or evening

09 ☐ ◀ No, did not attend in past eight months

10 ☐ ◀ Yes, full time

11 ☐ ◀ Yes, part time, day or evening

Remember, these questions are only for persons aged 15 and over.

28. What certificates, diplomas or degrees has this person ever obtained?

include all qualifications obtained from secondary (high) schools, or trade schools and other postsecondary educational institutions.

Mark as many circles as applicable.

37.

- 01 ☐ None — Go to Question 30
- 02 ☐ Secondary / high school graduation certificate or equivalent
- 03 ☐ Trades certificate or diploma
- 04 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)
- 05 ☐ University certificate or diploma **below** bachelor level
- 06 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)
- 07 ☐ University certificate or diploma **above** bachelor level
- 08 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- 09 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- 10 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

38.

- 01 ☐ None — Go to Question 30
- 02 ☐ Secondary high school graduation certificate or equivalent
- 03 ☐ Trades certificate or diploma
- 04 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)
- 05 ☐ University certificate or diploma **below** bachelor level
- 06 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)
- 07 ☐ University certificate or diploma **above** bachelor level
- 08 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- 09 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- 10 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

29. What was the major field of study or training of this person's **highest** degree, certificate or diploma (**excluding** secondary or high school graduation certificates)?

For example, accounting, carpentry, civil engineering, history, legal secretary, welding.

Major field of study or training

11

OR

- 12 ☐ This person's highest qualification is a secondary / high school graduation certificate

Major field of study or training

11

OR

- 12 ☐ This person's highest qualification is a secondary / high school graduation certificate

Remember, these questions are only for persons aged 15 and over.

39.

☐ None — Go to Question 30

☐ Secondary high school graduation certificate or equivalent

☐ Trades certificate or diploma

☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)

☐ University certificate or diploma **below** bachelor level

☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

☐ University certificate or diploma **above** bachelor level

☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

OR

☐ This person's highest qualification is a secondary/high school graduation certificate

40.

☐ None — Go to Question 30

☐ Secondary high school graduation certificate or equivalent

☐ Trades certificate or diploma

☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)

☐ University certificate or diploma **below** bachelor level

☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

☐ University certificate or diploma **above** bachelor level

☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

Major field of study or training

OR

☐ This person's highest qualification is a secondary/high school graduation certificate

41.

☐ None — Go to Question 30

☐ Secondary high school graduation certificate or equivalent

☐ Trades certificate or diploma

☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)

☐ University certificate or diploma **below** bachelor level

☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

☐ University certificate or diploma **above** bachelor level

☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

Major field of study or training

OR

☐ This person's highest qualification is a secondary/high school graduation certificate

42.

☐ None — Go to Question 30

☐ Secondary high school graduation certificate or equivalent

☐ Trades certificate or diploma

☐ Other non-university certificate or diploma (obtained at community college, CEGEP, technical institute, etc.)

☐ University certificate or diploma **below** bachelor level

☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)

☐ University certificate or diploma **above** bachelor level

☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)

☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)

☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

Major field of study or training

OR

☐ This person's highest qualification is a secondary/high school graduation certificate

Remember, these questions are only for persons aged 15 and over.

HOUSEHOLD AND LABOUR MARKET ACTIVITIES

Note:

Last week refers to the 7 days (Sunday to Saturday) before Census Day

In Question 30, where activities overlap, report the same hours in more than one part.

30. Last week, how many hours did this person spend
■ doing the following activities?

- (a) Doing **unpaid** housework, yard work or home maintenance for members of this household, or others.

Some examples include: preparing meals, doing laundry, household planning, shopping and cutting the grass

- (b) Looking after one or more of this person's own children, or the children of others, **without pay**

Some examples include: bathing or playing with young children, driving children to sports activities or helping them with homework, and talking with teens about their problems.

- (c) Providing **unpaid** care or assistance to one or more seniors

Some examples include: providing personal care to a senior family member, visiting seniors, talking with them on the telephone, and helping them with shopping, banking or with taking medication.

31. Last week, how many hours did this person spend working for pay or in self-employment?

Include:

- working directly towards the operation of a family farm or business without formal pay arrangements (e.g., assisting in seeding, doing accounts);
- working in his/her own business, farm or professional practice, alone or in partnership;
- working for wages, salary, tips or commission.

43.

- 01 ☐ None
02 ☐ Less than 5 hours
03 ☐ 5 to 14 hours
04 ☐ 15 to 29 hours
05 ☐ 30 to 59 hours
06 ☐ 60 hours or more

- 07 ☐ None
08 ☐ Less than 5 hours
09 ☐ 5 to 14 hours
10 ☐ 15 to 29 hours
11 ☐ 30 to 59 hours
12 ☐ 60 hours or more

- 13 ☐ None
14 ☐ Less than 5 hours
15 ☐ 5 to 9 hours
16 ☐ 10 hours or more

- 17 ☐ None — Continue with the next question

- 18 ◀ Number of hours (to the nearest hour)
Go to Question 37

44.

- 01 ☐ None
02 ☐ Less than 5 hours
03 ☐ 5 to 14 hours
04 ☐ 15 to 29 hours
05 ☐ 30 to 59 hours
06 ☐ 60 hours or more

- 07 ☐ None
08 ☐ Less than 5 hours
09 ☐ 5 to 14 hours
10 ☐ 15 to 29 hours
11 ☐ 30 to 59 hours
12 ☐ 60 hours or more

- 13 ☐ None
14 ☐ Less than 5 hours
15 ☐ 5 to 9 hours
16 ☐ 10 hours or more

- 17 ☐ None — Continue with the next question

- 18 ◀ Number of hours (to the nearest hour)
Go to Question 37

Remember, these questions are only for persons aged 15 and over.

45.

- 01 ☐ None
- 02 ☐ Less than 5 hours
- 03 ☐ 5 to 14 hours
- 04 ☐ 15 to 29 hours
- 05 ☐ 30 to 59 hours
- 06 ☐ 60 hours or more
- 07 ☐ None
- 08 ☐ Less than 5 hours
- 09 ☐ 5 to 14 hours
- 10 ☐ 15 to 29 hours
- 11 ☐ 30 to 59 hours
- 12 ☐ 60 hours or more

- 13 ☐ None
- 14 ☐ Less than 5 hours
- 15 ☐ 5 to 9 hours
- 16 ☐ 10 hours or more

17 ☐ None — Continue with the next question

18 ◀ Number of hours
(to the nearest hour)
Go to Question 37

46.

- 01 ☐ None
- 02 ☐ Less than 5 hours
- 03 ☐ 5 to 14 hours
- 04 ☐ 15 to 29 hours
- 05 ☐ 30 to 59 hours
- 06 ☐ 60 hours or more
- 07 ☐ None
- 08 ☐ Less than 5 hours
- 09 ☐ 5 to 14 hours
- 10 ☐ 15 to 29 hours
- 11 ☐ 30 to 59 hours
- 12 ☐ 60 hours or more

- 13 ☐ None
- 14 ☐ Less than 5 hours
- 15 ☐ 5 to 9 hours
- 16 ☐ 10 hours or more

17 ☐ None — Continue with the next question

18 ◀ Number of hours
(to the nearest hour)
Go to Question 37

47.

- 01 ☐ None
- 02 ☐ Less than 5 hours
- 03 ☐ 5 to 14 hours
- 04 ☐ 15 to 29 hours
- 05 ☐ 30 to 59 hours
- 06 ☐ 60 hours or more
- 07 ☐ None
- 08 ☐ Less than 5 hours
- 09 ☐ 5 to 14 hours
- 10 ☐ 15 to 29 hours
- 11 ☐ 30 to 59 hours
- 12 ☐ 60 hours or more

- 13 ☐ None
- 14 ☐ Less than 5 hours
- 15 ☐ 5 to 9 hours
- 16 ☐ 10 hours or more

17 ☐ None — Continue with the next question

18 ◀ Number of hours
(to the nearest hour)
Go to Question 37

48.

- 01 ☐ None
- 02 ☐ Less than 5 hours
- 03 ☐ 5 to 14 hours
- 04 ☐ 15 to 29 hours
- 05 ☐ 30 to 59 hours
- 06 ☐ 60 hours or more
- 07 ☐ None
- 08 ☐ Less than 5 hours
- 09 ☐ 5 to 14 hours
- 10 ☐ 15 to 29 hours
- 11 ☐ 30 to 59 hours
- 12 ☐ 60 hours or more

- 13 ☐ None
- 14 ☐ Less than 5 hours
- 15 ☐ 5 to 9 hours
- 16 ☐ 10 hours or more

17 ☐ None — Continue with the next question

18 ◀ Number of hours
(to the nearest hour)
Go to Question 37

Remember, these questions are only for persons aged 15 and over.

32. Last week, was this person on temporary lay-off
 ■ or absent from his/her job or business?

Mark one circle only.

33. Last week, did this person have definite arrangements
 ■ to start a new job within the next four weeks?

34. Did this person look for paid work during the past
 ■ four weeks?

For example, did this person contact a Canada
 Employment Centre, check with employers, place
 or answer newspaper ads?

Mark one circle only.

35. Could this person have started a job last week
 ■ had one been available?

Mark one circle only.

36. When did this person last work for pay or in
 ■ self-employment, even for a few days?

Mark one circle only.

49.

- 01 ☐ No
 02 ☐ Yes, on temporary lay-off
 from a job to which this
 person expects to return
 03 ☐ Yes, on vacation, ill, on
 strike or locked out, or
 absent for other reasons

- 04 ☐ No
 05 ☐ Yes

- 06 ☐ No — Go to
 Question 36
 07 ☐ Yes, looked for full-time
 work
 08 ☐ Yes, looked for part-time
 work (less than 30 hours
 per week)

- 09 ☐ Yes, could have started
 a job
 10 ☐ No, already had a job
 11 ☐ No, because of temporary
 illness or disability
 12 ☐ No, because of personal
 or family responsibilities
 13 ☐ No, going to school
 14 ☐ No, other reasons

- 15 ☐ In 1996
 Continue with the
 next question
 16 ☐ In 1995
 Continue with the
 next question
 17 ☐ Before 1995
 Go to Question 48
 18 ☐ Never
 Go to Question 48

50.

- 01 ☐ No
 02 ☐ Yes, on temporary lay-off
 from a job to which this
 person expects to return
 03 ☐ Yes, on vacation, ill, on
 strike or locked out, or
 absent for other reasons

- 04 ☐ No
 05 ☐ Yes

- 06 ☐ No — Go to
 Question 36
 07 ☐ Yes, looked for full-time
 work
 08 ☐ Yes, looked for part-time
 work (less than 30 hours
 per week)

- 09 ☐ Yes, could have started
 a job
 10 ☐ No, already had a job
 11 ☐ No, because of temporary
 illness or disability
 12 ☐ No, because of personal
 or family responsibilities
 13 ☐ No, going to school
 14 ☐ No, other reasons

- 15 ☐ In 1996
 Continue with the
 next question
 16 ☐ In 1995
 Continue with the
 next question
 17 ☐ Before 1995
 Go to Question 48
 18 ☐ Never
 Go to Question 48

Remember, these questions are only for persons aged 15 and over.

<p>51. <input type="radio"/> Yes <input type="radio"/> No</p> <p>52. <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>53. <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p> <p>54. <input type="radio"/> No</p> <p>55. <input type="radio"/> Yes</p>	<p>51. <input type="radio"/> No</p> <p>52. <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>53. <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p> <p>54. <input type="radio"/> No</p> <p>55. <input type="radio"/> Yes</p>	<p>51. <input type="radio"/> No</p> <p>52. <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>53. <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p> <p>54. <input type="radio"/> No</p> <p>55. <input type="radio"/> Yes</p>	<p>51. <input type="radio"/> No</p> <p>52. <input type="radio"/> Yes, on temporary lay-off from a job to which this person expects to return</p> <p>53. <input type="radio"/> Yes, on vacation, ill, on strike or locked out, or absent for other reasons</p> <p>54. <input type="radio"/> No</p> <p>55. <input type="radio"/> Yes</p>
<p>56. <input type="radio"/> No — Go to Question 36</p> <p>57. <input type="radio"/> Yes, looked for full-time work</p> <p>58. <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p> <p>59. <input type="radio"/> Yes, could have started a job</p> <p>60. <input type="radio"/> No, already had a job</p> <p>61. <input type="radio"/> No, because of temporary illness or disability</p> <p>62. <input type="radio"/> No, because of personal or family responsibilities</p> <p>63. <input type="radio"/> No, going to school</p> <p>64. <input type="radio"/> No, other reasons</p>	<p>56. <input type="radio"/> No — Go to Question 36</p> <p>57. <input type="radio"/> Yes, looked for full-time work</p> <p>58. <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p> <p>59. <input type="radio"/> Yes, could have started a job</p> <p>60. <input type="radio"/> No, already had a job</p> <p>61. <input type="radio"/> No, because of temporary illness or disability</p> <p>62. <input type="radio"/> No, because of personal or family responsibilities</p> <p>63. <input type="radio"/> No, going to school</p> <p>64. <input type="radio"/> No, other reasons</p>	<p>56. <input type="radio"/> No — Go to Question 36</p> <p>57. <input type="radio"/> Yes, looked for full-time work</p> <p>58. <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p> <p>59. <input type="radio"/> Yes, could have started a job</p> <p>60. <input type="radio"/> No, already had a job</p> <p>61. <input type="radio"/> No, because of temporary illness or disability</p> <p>62. <input type="radio"/> No, because of personal or family responsibilities</p> <p>63. <input type="radio"/> No, going to school</p> <p>64. <input type="radio"/> No, other reasons</p>	<p>56. <input type="radio"/> No — Go to Question 36</p> <p>57. <input type="radio"/> Yes, looked for full-time work</p> <p>58. <input type="radio"/> Yes, looked for part-time work (less than 30 hours per week)</p> <p>59. <input type="radio"/> Yes, could have started a job</p> <p>60. <input type="radio"/> No, already had a job</p> <p>61. <input type="radio"/> No, because of temporary illness or disability</p> <p>62. <input type="radio"/> No, because of personal or family responsibilities</p> <p>63. <input type="radio"/> No, going to school</p> <p>64. <input type="radio"/> No, other reasons</p>
<p>65. <input type="radio"/> In 1996 Continue with the next question</p> <p>66. <input type="radio"/> In 1995 Continue with the next question</p> <p>67. <input type="radio"/> Before 1995 Go to Question 48</p> <p>68. <input type="radio"/> Never Go to Question 48</p>	<p>65. <input type="radio"/> In 1996 Continue with the next question</p> <p>66. <input type="radio"/> In 1995 Continue with the next question</p> <p>67. <input type="radio"/> Before 1995 Go to Question 48</p> <p>68. <input type="radio"/> Never Go to Question 48</p>	<p>65. <input type="radio"/> In 1996 Continue with the next question</p> <p>66. <input type="radio"/> In 1995 Continue with the next question</p> <p>67. <input type="radio"/> Before 1995 Go to Question 48</p> <p>68. <input type="radio"/> Never Go to Question 48</p>	<p>65. <input type="radio"/> In 1996 Continue with the next question</p> <p>66. <input type="radio"/> In 1995 Continue with the next question</p> <p>67. <input type="radio"/> Before 1995 Go to Question 48</p> <p>68. <input type="radio"/> Never Go to Question 48</p>

Remember, these questions are only for persons aged 15 and over.

Note:

Questions 37 to 45 refer to this person's job or business last week. If this person held no job last week, answer for the job of longest duration since January 1, 1995. If this person held more than one job last week, answer for the job at which he/she worked the most hours.

37. For whom did this person work?

55.

Name of firm, government agency, etc.

01

Section, plant, department, branch or division

56.

Name of firm, government agency, etc.

01

Section, plant, department, branch or division

38. What kind of business, industry or service was this?

Give full description. For example, wheat farm, trapping, road maintenance, retail shoe store, secondary school, temporary help agency, municipal police.

Kind of business, industry or service

Kind of business, industry or service

02

02

39. What kind of work was this person doing?

For example, medical lab technician, accounting clerk, manager of civil engineering department, secondary school teacher, supervisor of data entry unit, food processing labourer, fishing guide. (If in the Armed Forces, give rank.)

Kind of work

Kind of work

40. In this work, what were this person's most important duties or activities?

For example, analysing blood samples, verifying invoices, coordinating civil engineering projects, teaching mathematics, organizing work schedules and monitoring data entry systems, cleaning vegetables, guiding fishing parties.

Most important duties or activities

Most important duties or activities

03

03

Remember, these questions are only for persons aged 15 and over.

57.

Name of firm, government agency, etc.

01

Section, plant, department, branch, or division

Kind of business, industry, or service

02

Kind of work

Most important duties or activities

03

58.

Name of firm, government agency, etc.

01

Section, plant, department, branch, or division

Kind of business, industry, or service

02

Kind of work

Most important duties or activities

03

59.

Name of firm, government agency, etc.

01

Section, plant, department, branch, or division

Kind of business, industry, or service

02

Kind of work

Most important duties or activities

03

60.

Name of firm, government agency, etc.

01

Section, plant, department, branch, or division

Kind of business, industry, or service

02

Kind of work

Most important duties or activities

03

Remember, these questions are only for persons aged 15 and over.

41. In this job or business, was this person mainly:

Mark one circle only.

42. If self-employed, was this person's farm or
■ business incorporated?

43. At what address did this person usually work?

Example.

365 Laurier Ave. West
Number ←
Name ←
Type ←
Direction ←

If direction (e.g., North, South, East or West) is a part of the street address, please include it.

If street address is unknown, specify the building or nearest street intersection.

Note:

Some large cities are made up of smaller cities or towns called municipalities. Where applicable, identify the municipality rather than the larger city, for example, Dorval rather than Montréal, Scarborough rather than Toronto, St. Albert rather than Edmonton, Saanich rather than Victoria.

61.

- 01 ☐ working for wages, salary, tips or commission?
Go to Question 43
- 02 ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- 03 ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- 04 ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

05 ☐ No

06 ☐ Yes

07 ☐ Worked at home (including farms)
Go to Question 45

08 ☐ Worked outside Canada
Go to Question 45

09 ☐ No fixed workplace address
Go to Question 44

10 ☐ Worked at the address specified below
Specify complete address
Street address (see example)

11 →

Name of city, town, village, Indian reserve, etc. →

Province/territory →

Postal code →

62.

- 01 ☐ working for wages, salary, tips or commission?
Go to Question 43
- 02 ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- 03 ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- 04 ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

05 ☐ No

06 ☐ Yes

07 ☐ Worked at home (including farms)
Go to Question 45

08 ☐ Worked outside Canada
Go to Question 45

09 ☐ No fixed workplace address
Go to Question 44

10 ☐ Worked at the address specified below
Specify complete address
Street address (see example)

11 →

Name of city, town, village, Indian reserve, etc. →

Province/territory →

Postal code →

Remember, these questions are only for persons aged 15 and over.

63.

- ☐ working for wages, salary, tips or commission?
Go to Question 43
- ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

- ☐ No
- ☐ Yes

- ☐ Worked at home (including farms)
Go to Question 45
- ☐ Worked outside Canada
Go to Question 45
- ☐ No fixed workplace address
Go to Question 44

- ☐ Worked at the address specified below
- Specify complete address**
- Street address (see example)

11

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

64.

- ☐ working for wages, salary, tips or commission?
Go to Question 43
- ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

- ☐ No
- ☐ Yes

- ☐ Worked at home (including farms)
Go to Question 45
- ☐ Worked outside Canada
Go to Question 45
- ☐ No fixed workplace address
Go to Question 44

- ☐ Worked at the address specified below
- Specify complete address**
- Street address (see example)

11

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

65.

- ☐ working for wages, salary, tips or commission?
Go to Question 43
- ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

- ☐ No
- ☐ Yes

- ☐ Worked at home (including farms)
Go to Question 45
- ☐ Worked outside Canada
Go to Question 45
- ☐ No fixed workplace address
Go to Question 44

- ☐ Worked at the address specified below
- Specify complete address**
- Street address (see example)

11

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

66.

- ☐ working for wages, salary, tips or commission?
Go to Question 43
- ☐ working without pay for his/her spouse or another relative in a family farm or business?
Go to Question 43
- ☐ self-employed without paid help (alone or in partnership)?
Continue with the next question
- ☐ self-employed with paid help (alone or in partnership)?
Continue with the next question

- ☐ No
- ☐ Yes

- ☐ Worked at home (including farms)
Go to Question 45
- ☐ Worked outside Canada
Go to Question 45
- ☐ No fixed workplace address
Go to Question 44

- ☐ Worked at the address specified below
- Specify complete address**
- Street address (see example)

11

Name of city, town, village, Indian reserve, etc.

Province/territory

Postal code

Remember, these questions are only for persons aged 15 and over.

44. How did this person usually get to work?

If this person used more than one method of transportation, mark the one used for most of the travel distance

67.

- 01 ☐ Car, truck or van — as driver
- 02 ☐ Car, truck or van — as passenger
- 03 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)
- 04 ☐ Walked to work
- 05 ☐ Bicycle
- 06 ☐ Motorcycle
- 07 ☐ Taxicab
- 08 ☐ Other method

68.

- 01 ☐ Car, truck or van — as driver
- 02 ☐ Car, truck or van — as passenger
- 03 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)
- 04 ☐ Walked to work
- 05 ☐ Bicycle
- 06 ☐ Motorcycle
- 07 ☐ Taxicab
- 08 ☐ Other method

45. In this job, what language did this person use most often?

- 09 ☐ English
- 10 ☐ French

Other — Specify

11

- 09 ☐ English
- 10 ☐ French

Other — Specify

11

46. In how many weeks did this person work in 1995?

Include those weeks in which this person:

- was on vacation or sick leave with pay;
- worked full time or part time;
- worked for wages, salary, tips or commission;
- was self-employed or worked directly towards the operation of a family farm or business.

- 12 ☐ None — Go to Question 48

OR

- 13 ◀ Number of weeks
Continue with the next question

- 12 ☐ None — Go to Question 48

OR

- 13 ◀ Number of weeks
Continue with the next question

47. During most of those weeks, did this person work full time or part time?

Mark one circle only.

- 14 ☐ Full time (30 hours or more per week)

- 15 ☐ Part time (less than 30 hours per week)

- 14 ☐ Full time (30 hours or more per week)

- 15 ☐ Part time (less than 30 hours per week)

Remember, these questions are only for persons aged 15 and over.

69.

1 ☐ Car, truck or van — as driver

2 ☐ Car, truck or van — as passenger

3 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)

4 ☐ Walked to work

5 ☐ Bicycle

6 ☐ Motorcycle

7 ☐ Taxicab

8 ☐ Other method

70.

1 ☐ Car, truck or van — as driver

2 ☐ Car, truck or van — as passenger

3 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)

4 ☐ Walked to work

5 ☐ Bicycle

6 ☐ Motorcycle

7 ☐ Taxicab

8 ☐ Other method

71.

1 ☐ Car, truck or van — as driver

2 ☐ Car, truck or van — as passenger

3 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)

4 ☐ Walked to work

5 ☐ Bicycle

6 ☐ Motorcycle

7 ☐ Taxicab

8 ☐ Other method

72.

1 ☐ Car, truck or van — as driver

2 ☐ Car, truck or van — as passenger

3 ☐ Public transit (e.g., bus, street car, subway, light rail transit, commuter train, ferry)

4 ☐ Walked to work

5 ☐ Bicycle

6 ☐ Motorcycle

7 ☐ Taxicab

8 ☐ Other method

9 ☐ English

10 ☐ French

Other ☐ Specify

11

9 ☐ English

10 ☐ French

Other ☐ Specify

11

9 ☐ English

10 ☐ French

Other ☐ Specify

11

9 ☐ English

10 ☐ French

Other ☐ Specify

11

12 ☐ None — Go to Question 48

OR

13 ◀ Number of weeks
Continue with the next question

12 ☐ None — Go to Question 48

OR

13 ◀ Number of weeks
Continue with the next question

12 ☐ None — Go to Question 48

OR

13 ◀ Number of weeks
Continue with the next question

12 ☐ None — Go to Question 48

OR

13 ◀ Number of weeks
Continue with the next question

14 ☐ Full time
(30 hours or more per week)

15 ☐ Part time
(less than 30 hours per week)

14 ☐ Full time
(30 hours or more per week)

15 ☐ Part time
(less than 30 hours per week)

14 ☐ Full time
(30 hours or more per week)

15 ☐ Part time
(less than 30 hours per week)

14 ☐ Full time
(30 hours or more per week)

15 ☐ Part time
(less than 30 hours per week)

INCOME IN 1995

48. During the year ending December 31, 1995, did this person receive any income from the sources listed below?

- Answer "Yes" or "No" for all sources
- If "Yes", also enter the amount, in case of a loss, also mark "Loss".
- Do not include Child Tax Benefit.

PAID EMPLOYMENT:

- (a) Total wages and salaries including commissions, bonuses, tips, etc., before any deductions

SELF-EMPLOYMENT:

- (b) Net farm income (gross receipts minus expenses) including grants and subsidies under farm-support programs, Marketing Board payments, gross insurance proceeds
- (c) Net non-farm income from unincorporated business, professional practice, etc. (gross receipts minus expenses)

INCOME FROM GOVERNMENT:

- (d) Old Age Security Pension, Guaranteed Income Supplement and Spouse's Allowance from federal government only (provincial income supplements should be reported in (g))
- (e) Benefits from Canada or Quebec Pension Plan
- (f) Benefits from Unemployment Insurance (total benefits before tax deductions)
- (g) Other income from government sources such as provincial income supplements and grants, refunds of GST, provincial tax credits, workers' compensation, veterans' pensions, welfare payments. (Do not include Child Tax Benefit.)

OTHER INCOME:

- (h) Dividends and interest on bonds, deposits and savings certificates, and other investment income, such as net rents from real estate, interest from mortgages
- (i) Retirement pensions, superannuation and annuities, including those from RRSPs and RRIAs
- (j) Other money income, such as alimony, scholarships

- (k) TOTAL INCOME FROM ALL OF THE ABOVE SOURCES

73.

	Dollars	Cents
01 <input type="radio"/> Yes ▶		
02 <input type="radio"/> No		
03 <input type="radio"/> Yes ▶		
05 <input type="radio"/> No		04 <input type="radio"/> Loss
06 <input type="radio"/> Yes ▶		
08 <input type="radio"/> No		07 <input type="radio"/> Loss

09 <input type="radio"/> Yes ▶		
10 <input type="radio"/> No		
11 <input type="radio"/> Yes ▶		
12 <input type="radio"/> No		
13 <input type="radio"/> Yes ▶		
14 <input type="radio"/> No		
15 <input type="radio"/> Yes ▶		
16 <input type="radio"/> No		

17 <input type="radio"/> Yes ▶		
19 <input type="radio"/> No		18 <input type="radio"/> Loss
20 <input type="radio"/> Yes ▶		
21 <input type="radio"/> No		
22 <input type="radio"/> Yes ▶		
23 <input type="radio"/> No		

24 <input type="radio"/> Yes ▶		
26 <input type="radio"/> No		25 <input type="radio"/> Loss

74.

	Dollars	Cents
01 <input type="radio"/> Yes ▶		
02 <input type="radio"/> No		
03 <input type="radio"/> Yes ▶		
05 <input type="radio"/> No		04 <input type="radio"/> Loss
06 <input type="radio"/> Yes ▶		
08 <input type="radio"/> No		07 <input type="radio"/> Loss

09 <input type="radio"/> Yes ▶		
10 <input type="radio"/> No		
11 <input type="radio"/> Yes ▶		
12 <input type="radio"/> No		
13 <input type="radio"/> Yes ▶		
14 <input type="radio"/> No		
15 <input type="radio"/> Yes ▶		
16 <input type="radio"/> No		

17 <input type="radio"/> Yes ▶		
19 <input type="radio"/> No		18 <input type="radio"/> Loss
20 <input type="radio"/> Yes ▶		
21 <input type="radio"/> No		
22 <input type="radio"/> Yes ▶		
23 <input type="radio"/> No		

24 <input type="radio"/> Yes ▶		
26 <input type="radio"/> No		25 <input type="radio"/> Loss

PERSON 3		PERSON 4		PERSON 5		PERSON 6	
Family name		Family name		Family name		Family name	
Given name	Initial	Given name	Initial	Given name	Initial	Given name	Initial

Remember, this question is only for persons aged 15 and over.

75.		76.		77.		78.	
Dollars Cents		Dollars Cents		Dollars Cents		Dollars Cents	
01 <input type="radio"/> Yes ▶		01 <input type="radio"/> Yes ▶		01 <input type="radio"/> Yes ▶		01 <input type="radio"/> Yes ▶	
02 <input type="radio"/> No		02 <input type="radio"/> No		02 <input type="radio"/> No		02 <input type="radio"/> No	
03 <input type="radio"/> Yes ▶		03 <input type="radio"/> Yes ▶		03 <input type="radio"/> Yes ▶		03 <input type="radio"/> Yes ▶	
04 <input type="radio"/> No	04 <input type="radio"/> Loss	04 <input type="radio"/> No	04 <input type="radio"/> Loss	04 <input type="radio"/> No	04 <input type="radio"/> Loss	04 <input type="radio"/> No	04 <input type="radio"/> Loss
05 <input type="radio"/> Yes ▶		05 <input type="radio"/> Yes ▶		05 <input type="radio"/> Yes ▶		05 <input type="radio"/> Yes ▶	
06 <input type="radio"/> No	06 <input type="radio"/> Loss	06 <input type="radio"/> No	06 <input type="radio"/> Loss	06 <input type="radio"/> No	06 <input type="radio"/> Loss	06 <input type="radio"/> No	06 <input type="radio"/> Loss
07 <input type="radio"/> Yes ▶		07 <input type="radio"/> Yes ▶		07 <input type="radio"/> Yes ▶		07 <input type="radio"/> Yes ▶	
08 <input type="radio"/> No	08 <input type="radio"/> Loss	08 <input type="radio"/> No	08 <input type="radio"/> Loss	08 <input type="radio"/> No	08 <input type="radio"/> Loss	08 <input type="radio"/> No	08 <input type="radio"/> Loss
09 <input type="radio"/> Yes ▶		09 <input type="radio"/> Yes ▶		09 <input type="radio"/> Yes ▶		09 <input type="radio"/> Yes ▶	
10 <input type="radio"/> No		10 <input type="radio"/> No		10 <input type="radio"/> No		10 <input type="radio"/> No	
11 <input type="radio"/> Yes ▶		11 <input type="radio"/> Yes ▶		11 <input type="radio"/> Yes ▶		11 <input type="radio"/> Yes ▶	
12 <input type="radio"/> No		12 <input type="radio"/> No		12 <input type="radio"/> No		12 <input type="radio"/> No	
13 <input type="radio"/> Yes ▶		13 <input type="radio"/> Yes ▶		13 <input type="radio"/> Yes ▶		13 <input type="radio"/> Yes ▶	
14 <input type="radio"/> No		14 <input type="radio"/> No		14 <input type="radio"/> No		14 <input type="radio"/> No	
15 <input type="radio"/> Yes ▶		15 <input type="radio"/> Yes ▶		15 <input type="radio"/> Yes ▶		15 <input type="radio"/> Yes ▶	
16 <input type="radio"/> No		16 <input type="radio"/> No		16 <input type="radio"/> No		16 <input type="radio"/> No	
17 <input type="radio"/> Yes ▶		17 <input type="radio"/> Yes ▶		17 <input type="radio"/> Yes ▶		17 <input type="radio"/> Yes ▶	
18 <input type="radio"/> No	18 <input type="radio"/> Loss	18 <input type="radio"/> No	18 <input type="radio"/> Loss	18 <input type="radio"/> No	18 <input type="radio"/> Loss	18 <input type="radio"/> No	18 <input type="radio"/> Loss
19 <input type="radio"/> Yes ▶		19 <input type="radio"/> Yes ▶		19 <input type="radio"/> Yes ▶		19 <input type="radio"/> Yes ▶	
20 <input type="radio"/> No		20 <input type="radio"/> No		20 <input type="radio"/> No		20 <input type="radio"/> No	
21 <input type="radio"/> Yes ▶		21 <input type="radio"/> Yes ▶		21 <input type="radio"/> Yes ▶		21 <input type="radio"/> Yes ▶	
22 <input type="radio"/> No		22 <input type="radio"/> No		22 <input type="radio"/> No		22 <input type="radio"/> No	
23 <input type="radio"/> Yes ▶		23 <input type="radio"/> Yes ▶		23 <input type="radio"/> Yes ▶		23 <input type="radio"/> Yes ▶	
24 <input type="radio"/> No		24 <input type="radio"/> No		24 <input type="radio"/> No		24 <input type="radio"/> No	
25 <input type="radio"/> Yes ▶		25 <input type="radio"/> Yes ▶		25 <input type="radio"/> Yes ▶		25 <input type="radio"/> Yes ▶	
26 <input type="radio"/> No	26 <input type="radio"/> Loss	26 <input type="radio"/> No	26 <input type="radio"/> Loss	26 <input type="radio"/> No	26 <input type="radio"/> Loss	26 <input type="radio"/> No	26 <input type="radio"/> Loss

Turn the page and answer the questions about this dwelling.

**STEP 8****Answer Questions H1 to H8 about this dwelling.**

A **dwelling** is a separate set of living quarters with a **private entrance** from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters.

79. **H1. Who pays the rent or mortgage, taxes, electricity, etc., for this dwelling?**

If more than one person contributes to such payments, mark as many circles as apply

- 01 ☐ Person 1
 02 ☐ Person 2
 03 ☐ Person 3
 04 ☐ Person 4
 05 ☐ Person 5
 06 ☐ Person 6
 07 ☐ A person who is listed on another questionnaire for this dwelling
 08 ☐ A person who does not live here

- H2. Is this dwelling:**

Mark one circle only.

- 09 ☐ owned by you or a member of this household (even if it is still being paid for)?
 10 ☐ rented (even if no cash rent is paid)?

- H3. (a) How many rooms are there in this dwelling?**

Include kitchen, bedrooms, finished rooms in attic or basement, etc. Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.

- 11 ◀ Number of rooms

- (b) How many of these rooms are bedrooms?**

- 12 ◀ Number of bedrooms

- H4. When was this dwelling originally built?**

Mark the period in which the building was completed, not the time of any later remodeling, additions or conversions. If year is not known, give best estimate.

- 13 ☐ 1920 or before
 14 ☐ 1921-1945
 15 ☐ 1946-1960
 16 ☐ 1961-1970
 17 ☐ 1971-1980
 18 ☐ 1981-1985
 19 ☐ 1986-1990
 20 ☐ 1991-1995
 21 ☐ 1996

- H5. Is this dwelling in need of any repairs?**

(Do not include desirable remodeling or additions.)

- 22 ☐ No, only **regular maintenance** is needed (painting, furnace cleaning, etc.)
 23 ☐ Yes, **minor repairs** are needed (missing or loose floor tiles, bricks or shingles, defective steps, railing or siding, etc.)
 24 ☐ Yes, **major repairs** are needed (defective plumbing or electrical wiring, structural repairs to walls, floors or ceilings, etc.)

80. Answer Questions H6 to H8 for only the dwelling that you **now occupy**, even if you own or rent more than one dwelling. If the exact amount is not known, please give best estimate.

Note: If you are a farm operator living on the farm you operate, mark here and go to Step 9.

01 ☐

H6. For this dwelling, what are the YEARLY payments (last 12 months) for:

(a) electricity?

02 ☐ None

03 ☐ Included in rent or other payments

Dollars Cents
OR 04 per year

(b) oil, gas, coal, wood or other fuels?

05 ☐ None

06 ☐ Included in rent or other payments

Dollars Cents
OR 07 per year

(c) water and other municipal services?

08 ☐ None

09 ☐ Included in rent or other payments

Dollars Cents
OR 10 per year

H7. For RENTERS only:

- What is the **monthly cash rent** paid for this dwelling?

11 ☐ Rented without payment of cash rent

Dollars Cents
OR 12 per month

H8. For OWNERS only, answer parts (a) through (f):

(a) What are the total regular **monthly mortgage or loan payments** for this dwelling?

13 ☐ None

Go to part (c)

Dollars Cents
OR 14 per month

(b) Are the property taxes (municipal and school) included in the amount shown in part (a)?

15 ☐ Yes — Go to part (d)

16 ☐ No

(c) What are the estimated **yearly property taxes** (municipal and school) for this dwelling?

17 ☐ None

Dollars Cents
OR 18 per year

(d) If you were to sell this dwelling now, for how much would you expect to sell it?

Dollars

19

(e) Is this dwelling part of a registered condominium?

20 ☐ Yes — Continue with part (f)

21 ☐ No — Go to Step 9

(f) What are the **monthly condominium fees**?

22 ☐ None

Dollars Cents
OR 23 per month



STEP 9

You have now completed your questionnaire. Please mail it today.

Thank you for your co-operation.

If you have any comments, please enter them on the back cover

The confidentiality of your census form is protected by law. This means that only Statistics Canada employees who work with census data and have taken an oath of secrecy see your form. Your personal census information cannot be given to anyone outside Statistics Canada — not the police, not another government, not another person. This is your right and our guarantee. The numbers made available after the census are for totals only. Names and addresses are never made available.

Census forms are stored in a secure site at Statistics Canada in Ottawa. You can ask to see the information you gave about yourself on your 1996 Census form after November 1996. To do this, write to:

Privacy Co-ordinator
Statistics Canada
25th Floor
R.H. Coats Building
Ottawa, Ontario
K1A 0T6

ROLE OF THE CENSUS REPRESENTATIVE

The census representative for your area will contact you if we do not receive your questionnaire. This person will also check your form to see if it is complete. If it is not, the census representative will phone or visit you.

COMMENTS

Recycled paper

RÉSERVÉ AU BUREAU		Prov.	CÉF n°	SD n°	NV	DCR	2B		1.	
Ménage n°	Type de formule 4	Nombre de personnes		Questionnaire n°		TL <input type="checkbox"/> M <input type="checkbox"/> RE <input type="checkbox"/> LI <input type="checkbox"/> LC <input type="checkbox"/> RT <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input type="checkbox"/>		Formules 3 2.		

POUR INFORMATION SEULEMENT



RECENSEMENT 96

Soyez du nombre! Le 14 mai 1996

Un message concernant le recensement

Le recensement trace le portrait de notre pays depuis plus de 300 ans. Il recueille des renseignements importants sur notre population et le lieu où elle vit. Le recensement nous aidera tous à faire face aux changements qu'apportera le siècle prochain. Par exemple, les villes et les municipalités se servent des données du recensement pour savoir où sont nécessaires des hôpitaux, des maisons pour personnes âgées, de nouvelles routes ou pour connaître les besoins en matière de transport en commun. Les commissions scolaires s'en servent pour prévoir de nouvelles écoles.

En vertu de la loi, Statistique Canada doit mener un recensement tous les cinq ans, de même que vous devez lui fournir les renseignements demandés. La loi prévoit également que personne en dehors de Statistique Canada n'a accès aux renseignements que vous lui fournissez.

Je vous remercie de votre collaboration.

Ivan P. Fellegi

Statisticien en chef du Canada

Ces renseignements sont recueillis en vertu de la Loi sur la statistique, R.C. (1985), ch. 9-16. La loi vous oblige à les fournir.

CONFIDENTIEL UNE FOIS REMPLI



ÉTAPE 1

Commencez ici
en inscrivant votre adresse en lettres moulées

N° et rue ou lot et concession

N° d'app.

Ville, village, territoire indigène

Province / territoire

Code postal

Ind. nat.

N° de téléphone

On peut vous aider

Si vous avez besoin d'aide, appelez le 1 800 565-5595.

1 800 565-5595

Ce service est disponible de 9 heures à 21 heures, du lundi au vendredi, entre 17 et 18 heures (sauf le dimanche).

Pour ATME composez 1 800 267-5558

Passez à l'ÉTAPE 2 →



Statistique Canada
Statistics Canada

Canada

Nota : Pour alléger le contenu du questionnaire, le genre masculin est employé pour désigner à la fois les hommes et les femmes.



ÉTAPE 2

Inscrivez ci-dessous toutes les personnes qui, le 14 mai 1996, vivent habituellement ici.

- Commencez par inscrire le nom et prénom d'un adulte puis, s'il y a lieu, ceux du conjoint ou du partenaire en union libre de cette personne et de leurs enfants
- Par la suite, inscrivez le nom et prénom de toutes les autres personnes qui vivent habituellement ici. Les enfants devraient être inscrits à la suite de leurs parents

N'oubliez pas de vous inscrire!

	Nom de famille	Prénom
Personne 1		
Personne 2		
Personne 3		
Personne 4		
Personne 5		
Personne 6		
Personne 7		
Personne 8		
Personne 9		
Personne 10		

Si l'espace prévu n'est pas suffisant, utilisez la section réservée aux observations à la page 32.

ASSUREZ-VOUS D'INSCRIRE

- toutes les personnes qui vivent habituellement ici, y compris les enfants, les colocataires, les chambreurs et les employés résidents, même si elles sont temporairement absentes en raison d'un voyage d'affaires, de leurs études ou de vacances,
- les fils ou filles qui demeurent ailleurs pendant leurs études, mais qui reviennent vivre ici une partie de l'année,
- les enfants en garde partagée qui demeurent ici la majeure partie du temps (si ces enfants passent autant de temps avec chaque parent, inclure ceux qui demeurent ici le 14 mai 1996),
- les personnes d'un autre pays qui demeurent au Canada et qui ont un permis de travail, un permis de séjour pour étudiant, un permis ministériel, ou celles qui réclament le statut de réfugié, et les membres de leur famille vivant avec elles,
- les personnes qui vivent habituellement ici, mais qui se trouvent depuis moins de six mois dans un établissement institutionnel (comme un foyer pour personnes âgées, un hôpital ou une prison),
- les personnes qui séjournent ici le 14 mai 1996 et qui n'ont pas de domicile habituel ailleurs,
- les bébés nés le 13 mai 1996 ou avant (si le bébé n'a pas encore reçu de nom, inscrivez seulement «bébé»),
- les personnes qui ont emménagé dans le logement le 14 mai 1996 ou peu avant



Y a-t-il des personnes que vous n'avez pas inscrites à l'étape 2 parce que vous n'étiez pas certain s'il fallait les compter?

ÉTAPE 3

Par exemple :

- d'autres personnes apparentées vivant ici;
- un étudiant absent à cause de ses études;
- un chambreur qui a un autre domicile;
- une personne qui a déménagé récemment;
- un membre du ménage qui se trouve dans un établissement institutionnel.

00.

☐ Non

01 ☐ Oui — Inscrivez (en lettres moulées) le nom de chacune d'elles et la raison de l'omission.

Nom
Raison

Nom
Raison

Si l'espace prévu n'est pas suffisant, utilisez la section réservée aux observations à la page 32



ÉTAPE 4

Est-ce que **TOUTES** les personnes de ce ménage sont :

- des représentants du gouvernement d'un autre pays et leur famille, ou
- des membres des Forces armées d'un autre pays et leur famille, ou
- des résidents d'un autre pays en visite au Canada, par exemple, en voyage d'affaires ou en vacances?

☐ Non — Passez à l'étape 5

☐ Oui — Ne remplissez pas le questionnaire. Retournez-le dans l'enveloppe affranchie ci-jointe



ÉTAPE 5

Si **TOUTES** les personnes de ce ménage demeurent ici temporairement ET ont un domicile habituel ailleurs au Canada, indiquez le nombre total de personnes dans cette case

— Ne remplissez pas le questionnaire. Retournez-le dans l'enveloppe affranchie ci-jointe



ÉTAPE 6

Y a-t-il quelqu'un dans ce ménage qui **EXPLOITE** une exploitation agricole?

Une exploitation agricole comprend : un ranch, une ferme, un parc d'élevage, une ferme de plaisance, une serre, une champignonnière, une pépinière, une plantation d'arbres de Noël, une ferme d'animaux à fourrure, une ferme chevaline, une ferme à gibier, une exploitation agricole (d'abeilles), de gazon ou de fruits, une érable, etc.

02 ☐ Non

03 ☐ Oui



ÉTAPE 7

À la question 1 de la page suivante, transcrivez les noms figurant à l'étape 2.

MÉNAGES COMPTANT PLUS DE SIX PERSONNES

Si le ménage compte plus de six personnes, inscrivez les six premières dans ce questionnaire et inscrivez les autres dans un deuxième questionnaire. Si vous ne disposez pas d'un second questionnaire, notez le fait dans la section réservée aux observations à la page 32. Un représentant de Statistique Canada communiquera avec vous.

1. NOM

Transcrire dans les espaces ci-contre les noms dans le même ordre que celui de la liste à l'étape 2

Répondez ensuite pour chaque personne aux questions suivantes.

PERSONNE 1

Nom de famille

Prénom

PERSONNE 2

Nom de famille

Prénom

2. LIEN AVEC LA PERSONNE 1

Pour **chaque** personne vivant habituellement ici, indiquez le lien de cette personne avec la Personne 1.

Cochez ou précisez une seule réponse

Si aucune des réponses fournies ne s'applique, utilisez la case «Autre» pour indiquer le lien de cette personne avec la Personne 1.

Exemples d'autres liens avec la Personne 1 :

- cousin ou cousine
- grand-père ou grand-mère
- partenaire en union libre du fils (bru de fait)
- nièce ou neveu
- époux ou épouse ou partenaire en union libre du chambreur ou de la chambreuse
- fils ou fille du chambreur ou de la chambreuse
- fille ou fils du ou de la colocataire
- employé ou employée

01.

01 ☒ PERSONNE 1

02.

- 02 ☐ Époux ou épouse de la Personne 1
- 03 ☐ Partenaire en union libre de la Personne 1
- 04 ☐ Fils ou fille de la Personne 1
- 05 ☐ Gendre ou bru de la Personne 1
- 06 ☐ Petit-enfant de la Personne 1
- 07 ☐ Père ou mère de la Personne 1
- 08 ☐ Beau-père ou belle-mère de la Personne 1
- 09 ☐ Frère ou sœur de la Personne 1
- 10 ☐ Beau-frère ou belle-sœur de la Personne 1
- 11 ☐ Chambreur ou chambreuse
- 12 ☐ Colocataire
- Autre — Précisez

13

3. DATE DE NAISSANCE

Inscrivez le jour, le mois et l'année

Exemple :

Si cette personne est née

le 10 février 1954, inscrivez

Jour Mois Année
10 02 1954

Si la date exacte n'est pas connue, donnez la meilleure estimation possible.

Date de naissance

Jour Mois Année
14 1 1

Date de naissance

Jour Mois Année
14 1 1

4. SEXE15 ☐ Masculin 16 ☐ Féminin15 ☐ Masculin 16 ☐ Féminin**5. ÉTAT MATRIMONIAL**

Cochez un seul cercle.

17 ☐ Légèrement marié (et non séparé)17 ☐ Légèrement marié (et non séparé)18 ☐ Séparé, mais toujours légèrement marié18 ☐ Séparé, mais toujours légèrement marié19 ☐ Divorcé19 ☐ Divorcé20 ☐ Veuf ou veuve20 ☐ Veuf ou veuve21 ☐ Célibataire (jamais marié)21 ☐ Célibataire (jamais marié)**6. Cette personne vit-elle avec un partenaire en union libre?**

Par union libre, on entend deux personnes qui vivent ensemble comme mari et femme sans être légalement mariées l'une à l'autre.

22 ☐ Oui22 ☐ Oui23 ☐ Non23 ☐ Non

03.

04 ☐ Fils ou fille de la Personne 105 ☐ Gendre ou bru de la Personne 106 ☐ Petit-enfant de la Personne 107 ☐ Père ou mère de la Personne 108 ☐ Beau-père ou belle-mère de la Personne 109 ☐ Frère ou sœur de la Personne 110 ☐ Beau-frère ou belle-sœur de la Personne 111 ☐ Chambreur ou chambrreuse12 ☐ Colocataire

Autre — Précisez

13

Date de naissance

Jour Mois Année

14 15 ☐ Masculin 16 ☐ Féminin17 ☐ Légèrement marié (et non séparé)18 ☐ Séparé, mais toujours légèrement marié19 ☐ Divorcé20 ☐ Veuf ou veuve21 ☐ Célibataire (jamais marié)22 ☐ Oui23 ☐ Non

04.

04 ☐ Fils ou fille de la Personne 105 ☐ Gendre ou bru de la Personne 106 ☐ Petit-enfant de la Personne 107 ☐ Père ou mère de la Personne 108 ☐ Beau-père ou belle-mère de la Personne 109 ☐ Frère ou sœur de la Personne 110 ☐ Beau-frère ou belle-sœur de la Personne 111 ☐ Chambreur ou chambrreuse12 ☐ Colocataire

Autre — Précisez

13

Date de naissance

Jour Mois Année

14 15 ☐ Masculin 16 ☐ Féminin17 ☐ Légèrement marié (et non séparé)18 ☐ Séparé, mais toujours légèrement marié19 ☐ Divorcé20 ☐ Veuf ou veuve21 ☐ Célibataire (jamais marié)22 ☐ Oui23 ☐ Non

05.

04 ☐ Fils ou fille de la Personne 105 ☐ Gendre ou bru de la Personne 106 ☐ Petit-enfant de la Personne 107 ☐ Père ou mère de la Personne 108 ☐ Beau-père ou belle-mère de la Personne 109 ☐ Frère ou sœur de la Personne 110 ☐ Beau-frère ou belle-sœur de la Personne 111 ☐ Chambreur ou chambrreuse12 ☐ Colocataire

Autre — Précisez

13

Date de naissance

Jour Mois Année

14 15 ☐ Masculin 16 ☐ Féminin17 ☐ Légèrement marié (et non séparé)18 ☐ Séparé, mais toujours légèrement marié19 ☐ Divorcé20 ☐ Veuf ou veuve21 ☐ Célibataire (jamais marié)22 ☐ Oui23 ☐ Non

06.

04 ☐ Fils ou fille de la Personne 105 ☐ Gendre ou bru de la Personne 106 ☐ Petit-enfant de la Personne 107 ☐ Père ou mère de la Personne 108 ☐ Beau-père ou belle-mère de la Personne 109 ☐ Frère ou sœur de la Personne 110 ☐ Beau-frère ou belle-sœur de la Personne 111 ☐ Chambreur ou chambrreuse12 ☐ Colocataire

Autre — Précisez

13

Date de naissance

Jour Mois Année

14 15 ☐ Masculin 16 ☐ Féminin17 ☐ Légèrement marié (et non séparé)18 ☐ Séparé, mais toujours légèrement marié19 ☐ Divorcé20 ☐ Veuf ou veuve21 ☐ Célibataire (jamais marié)22 ☐ Oui23 ☐ Non

LIMITATIONS D'ACTIVITÉ

7. Cette personne est-elle limitée dans ses activités à cause d'une incapacité physique, d'une incapacité mentale ou d'un problème de santé chronique

a) à la maison?

b) à l'école ou au travail?

c) dans d'autres activités, par exemple, dans ses trajets entre la maison et son lieu de travail ou dans ses loisirs?

8. Cette personne a-t-elle des incapacités ou handicaps de **longue durée**?

LANGUE

9. Cette personne connaît-elle assez bien l'anglais ou le français pour soutenir une conversation?

Cochez un seul cercle.

10. Quelle(s) langue(s), **autre(s) que l'anglais ou le français**, cette personne connaît-elle assez bien pour soutenir une conversation?

11. Quelle langue cette personne parle-t-elle le plus **souvent** à la maison?

12. Quelle est la langue que cette personne a **apprise** en premier lieu à la maison dans son enfance et qu'elle **comprend encore**?

Si cette personne ne comprend plus la première langue apprise, indiquez la seconde langue qu'elle a apprise.

07.

01 ☐ Oui, limitée

02 ☐ Non, pas limitée

03 ☐ Oui, limitée

04 ☐ Non, pas limitée

05 ☐ Sans objet

06 ☐ Oui, limitée

07 ☐ Non, pas limitée

08 ☐ Oui

09 ☐ Non

10 ☐ Anglais seulement

11 ☐ Français seulement

12 ☐ Anglais et français

13 ☐ Ni anglais ni français

14 ☐ Aucune
OU

Précisez laquelle ou lesquelles

15

16

17

18 ☐ Anglais

19 ☐ Français

Autre — Précisez

20

21 ☐ Anglais

22 ☐ Français

Autre — Précisez

23

08.

01 ☐ Oui, limitée

02 ☐ Non, pas limitée

03 ☐ Oui, limitée

04 ☐ Non, pas limitée

05 ☐ Sans objet

06 ☐ Oui, limitée

07 ☐ Non, pas limitée

08 ☐ Oui

09 ☐ Non

10 ☐ Anglais seulement

11 ☐ Français seulement

12 ☐ Anglais et français

13 ☐ Ni anglais ni français

14 ☐ Aucune
OU

Précisez laquelle ou lesquelles

15

16

17

18 ☐ Anglais

19 ☐ Français

Autre — Précisez

20

21 ☐ Anglais

22 ☐ Français

Autre — Précisez

23

09.

- 01 ☐ Oui, limitée
 02 ☐ Non, pas limitée
 03 ☐ Oui, limitée
 04 ☐ Non, pas limitée
 05 ☐ Sans objet
 06 ☐ Oui, limitée
 07 ☐ Non, pas limitée
 08 ☐ Oui
 09 ☐ Non

- 10 ☐ Anglais seulement
 11 ☐ Français seulement
 12 ☐ Anglais et français
 13 ☐ Ni anglais ni français

- 14 ☐ Aucune
 OU
 Précisez laquelle ou
 lesquelles

15
 16
 17

- 18 ☐ Anglais
 19 ☐ Français
 Autre — Précisez

20

- 21 ☐ Anglais
 22 ☐ Français
 Autre — Précisez

23

10.

- 01 ☐ Oui, limitée
 02 ☐ Non, pas limitée
 03 ☐ Oui, limitée
 04 ☐ Non, pas limitée
 05 ☐ Sans objet
 06 ☐ Oui, limitée
 07 ☐ Non, pas limitée
 08 ☐ Oui
 09 ☐ Non

- 10 ☐ Anglais seulement
 11 ☐ Français seulement
 12 ☐ Anglais et français
 13 ☐ Ni anglais ni français

- 14 ☐ Aucune
 OU
 Précisez laquelle ou
 lesquelles

15
 16
 17

- 18 ☐ Anglais
 19 ☐ Français
 Autre — Précisez

20

- 21 ☐ Anglais
 22 ☐ Français
 Autre — Précisez

23

11.

- 01 ☐ Oui, limitée
 02 ☐ Non, pas limitée
 03 ☐ Oui, limitée
 04 ☐ Non, pas limitée
 05 ☐ Sans objet
 06 ☐ Oui, limitée
 07 ☐ Non, pas limitée
 08 ☐ Oui
 09 ☐ Non

- 10 ☐ Anglais seulement
 11 ☐ Français seulement
 12 ☐ Anglais et français
 13 ☐ Ni anglais ni français

- 14 ☐ Aucune
 OU
 Précisez laquelle ou
 lesquelles

15
 16
 17

- 18 ☐ Anglais
 19 ☐ Français
 Autre — Précisez

20

- 21 ☐ Anglais
 22 ☐ Français
 Autre — Précisez

23

12.

- 01 ☐ Oui, limitée
 02 ☐ Non, pas limitée
 03 ☐ Oui, limitée
 04 ☐ Non, pas limitée
 05 ☐ Sans objet
 06 ☐ Oui, limitée
 07 ☐ Non, pas limitée
 08 ☐ Oui
 09 ☐ Non

- 10 ☐ Anglais seulement
 11 ☐ Français seulement
 12 ☐ Anglais et français
 13 ☐ Ni anglais ni français

- 14 ☐ Aucune
 OU
 Précisez laquelle ou
 lesquelles

15
 16
 17

- 18 ☐ Anglais
 19 ☐ Français
 Autre — Précisez

20

- 21 ☐ Anglais
 22 ☐ Français
 Autre — Précisez

23

RENSEIGNEMENTS SOCIO-CULTURELS

13. Où cette personne est-elle née?

- Cochez ou précisez une seule réponse, suivant les frontières actuelles.

13.

Née au Canada

- 01 ☐ T - N 07 ☐ Man
02 ☐ I - P - E 08 ☐ Sask
03 ☐ N - É 09 ☐ Alb
04 ☐ N - B 10 ☐ C - B
05 ☐ Quê 11 ☐ Yukon
06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13

14. De quel pays cette personne est-elle un citoyen?

- Cochez plus d'un cercle ou précisez, s'il y a lieu.

14 ☐ Du Canada, par naissance

15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16

15. Cette personne est-elle, ou a-t-elle déjà été, un immigrant reçu?

Un immigrant reçu est une personne à qui les autorités de l'immigration ont accordé le droit de résider au Canada en permanence, mais qui n'a pas la citoyenneté canadienne par naissance.

17 ☐ Non — Passez à la question 17

18 ☐ Oui — Continuez avec la question suivante

16. En quelle année cette personne est-elle devenue un immigrant reçu pour la première fois?

Si l'année exacte n'est pas connue, donnez la meilleure estimation possible.

Année

19

17. À quel(s) groupe(s) ethnique(s) ou culturel(s) les ancêtres de cette personne appartenaient-ils?

Précisez tous les groupes qui s'appliquent

20

14.

Née au Canada

- 01 ☐ T - N 07 ☐ Man
02 ☐ I - P - E 08 ☐ Sask
03 ☐ N - E 09 ☐ Alb
04 ☐ N - B 10 ☐ C - B
05 ☐ Quê 11 ☐ Yukon
06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13

14 ☐ Du Canada, par naissance

15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16

17 ☐ Non — Passez à la question 17

18 ☐ Oui — Continuez avec la question suivante

Année

19

Précisez tous les groupes qui s'appliquent

20

15.

Née au Canada

- 01 ☐ T N 07 ☐ Man
 02 ☐ T P - E 08 ☐ Sask
 03 ☐ N E 09 ☐ Alb
 04 ☐ N B 10 ☐ C - B
 05 ☐ Que 11 ☐ Yukon
 06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13 14 ☐ Du Canada, par naissance15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16 17 ☐ Non — Passez à la question 1718 ☐ Oui — Continuez avec la question suivante

Année

19

Précisez tous les groupes qui s'appliquent

20

16.

Née au Canada

- 01 ☐ T N 07 ☐ Man
 02 ☐ I - P - E 08 ☐ Sask
 03 ☐ N - E 09 ☐ Alb
 04 ☐ N - B 10 ☐ C - B
 05 ☐ Que 11 ☐ Yukon
 06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13 14 ☐ Du Canada, par naissance15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16 17 ☐ Non — Passez à la question 1718 ☐ Oui — Continuez avec la question suivante

Année

19

Précisez tous les groupes qui s'appliquent

20

17.

Née au Canada

- 01 ☐ T N 07 ☐ Man
 02 ☐ I - P - E 08 ☐ Sask
 03 ☐ N - E 09 ☐ Alb
 04 ☐ N - B 10 ☐ C - B
 05 ☐ Qué 11 ☐ Yukon
 06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13 14 ☐ Du Canada, par naissance15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16 17 ☐ Non — Passez à la question 1718 ☐ Oui — Continuez avec la question suivante

Année

19

Précisez tous les groupes qui s'appliquent

20

18.

Née au Canada

- 01 ☐ T N 07 ☐ Man,
 02 ☐ I - P - E 08 ☐ Sask
 03 ☐ N - E 09 ☐ Alb
 04 ☐ N - B 10 ☐ C - B
 05 ☐ Que 11 ☐ Yukon
 06 ☐ Ont 12 ☐ T N - O

Née en dehors du Canada

Pays — Précisez

13 14 ☐ Du Canada, par naissance15 ☐ Du Canada, par naturalisation

Autre pays — Précisez

16 17 ☐ Non — Passez à la question 1718 ☐ Oui — Continuez avec la question suivante

Année

19

Précisez tous les groupes qui s'appliquent

20

18. Cette personne est-elle un Autochtone, c'est-à-dire
- Indien de l'Amérique du Nord, Métis ou Inuit (Esquimaux)?

Si «Oui», cochez le ou les cercles qui décrivent le mieux cette personne maintenant.

19. Cette personne est-elle un

- Cochez plus d'un cercle ou précisez, s'il y a lieu.

Nota :

Les renseignements servent de fondement à des programmes qui donnent à chacun une chance égale de participer à la vie sociale, culturelle et économique du Canada.

20. Cette personne appartient-elle à une bande indienne ou à une première nation?

19.

- 01 ☐ Non — Continuez avec la question suivante
- 02 ☐ Oui, Indien de l'Amérique du Nord
- 03 ☐ Oui, Métis
- 04 ☐ Oui, Inuit (Esquimaux)
- Si «Oui» à l'un des groupes précédents, passez à la question 20

- 05 ☐ Blanc
- 06 ☐ Chinois
- 07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanaï, Pendjabi, Sri-Lankais)
- 08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)
- 09 ☐ Arabe / Asiatique occidental (p. ex., Arménien, Égyptien, Iranien, Libanais, Marocain)
- 10 ☐ Philippin
- 11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)
- 12 ☐ Latino-Américain
- 13 ☐ Japonais
- 14 ☐ Coréen

Autre — Précisez

15

- 16 ☐ Non

- 17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18

- 19 ☐ Non

- 20 ☐ Oui, Indien des traités ou Indien inscrit

20.

- 01 ☐ Non — Continuez avec la question suivante
- 02 ☐ Oui, Indien de l'Amérique du Nord
- 03 ☐ Oui, Métis
- 04 ☐ Oui, Inuit (Esquimaux)
- Si «Oui» à l'un des groupes précédents, passez à la question 20

- 05 ☐ Blanc
- 06 ☐ Chinois
- 07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanaï, Pendjabi, Sri-Lankais)
- 08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)
- 09 ☐ Arabe / Asiatique occidental (p. ex., Arménien, Égyptien, Iranien, Libanais, Marocain)
- 10 ☐ Philippin
- 11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)
- 12 ☐ Latino-Américain
- 13 ☐ Japonais
- 14 ☐ Coréen

Autre — Précisez

15

- 16 ☐ Non

- 17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18

- 19 ☐ Non

- 20 ☐ Oui, Indien des traités ou Indien inscrit

21.

01 ☐ Non — Continuez avec la question suivante02 ☐ Oui, Indien de l'Amérique du Nord03 ☐ Oui, Métis04 ☐ Oui, Inuit (Esquimaux)
Si «Oui» à l'un des groupes précédents, passez à la question 2005 ☐ Blanc06 ☐ Chinois07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanais, Pendjab, Sri-Lankais)08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)09 ☐ Arabe Asiatique occidental (p. ex., Amérien, Égyptien, Iranien, Libanais, Marocain)10 ☐ Philippin11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)12 ☐ Latino-Américain13 ☐ Japonais14 ☐ Coréen

Autre — Précisez

15 16 ☐ Non17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18 19 ☐ Non20 ☐ Oui, Indien des traités ou Indien inscrit

22.

01 ☐ Non — Continuez avec la question suivante02 ☐ Oui, Indien de l'Amérique du Nord03 ☐ Oui, Métis04 ☐ Oui, Inuit (Esquimaux)
Si «Oui» à l'un des groupes précédents, passez à la question 2005 ☐ Blanc06 ☐ Chinois07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanais, Pendjab, Sri-Lankais)08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)09 ☐ Arabe Asiatique occidental (p. ex., Amérien, Égyptien, Iranien, Libanais, Marocain)10 ☐ Philippin11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)12 ☐ Latino-Américain13 ☐ Japonais14 ☐ Coréen

Autre — Précisez

15 16 ☐ Non17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18 19 ☐ Non20 ☐ Oui, Indien des traités ou Indien inscrit

23.

01 ☐ Non — Continuez avec la question suivante02 ☐ Oui, Indien de l'Amérique du Nord03 ☐ Oui, Métis04 ☐ Oui, Inuit (Esquimaux)
Si «Oui» à l'un des groupes précédents, passez à la question 2005 ☐ Blanc06 ☐ Chinois07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanais, Pendjab, Sri-Lankais)08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)09 ☐ Arabe Asiatique occidental (p. ex., Amérien, Égyptien, Iranien, Libanais, Marocain)10 ☐ Philippin11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)12 ☐ Latino-Américain13 ☐ Japonais14 ☐ Coréen

Autre — Précisez

15 16 ☐ Non17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18 19 ☐ Non20 ☐ Oui, Indien des traités ou Indien inscrit

24.

01 ☐ Non — Continuez avec la question suivante02 ☐ Oui, Indien de l'Amérique du Nord03 ☐ Oui, Métis04 ☐ Oui, Inuit (Esquimaux)
Si «Oui» à l'un des groupes précédents, passez à la question 2005 ☐ Blanc06 ☐ Chinois07 ☐ Sud-Asiatique (p. ex., Indien de l'Inde, Pakistanais, Pendjab, Sri-Lankais)08 ☐ Noir (p. ex., Africain, Haïtien, Jamaïcain, Somalien)09 ☐ Arabe Asiatique occidental (p. ex., Amérien, Égyptien, Iranien, Libanais, Marocain)10 ☐ Philippin11 ☐ Asiatique du Sud-Est (p. ex., Cambodgien, Indonésien, Laotien, Vietnamiens)12 ☐ Latino-Américain13 ☐ Japonais14 ☐ Coréen

Autre — Précisez

15 16 ☐ Non17 ☐ Oui, appartient à une bande indienne ou à une première nation

Précisez la bande indienne ou la première nation (par exemple, Musqueam)

18 19 ☐ Non20 ☐ Oui, Indien des traités ou Indien inscrit

Répondez aux questions 22 à 48 pour chaque personne âgée de 15 ans et plus.

MOBILITÉ

22. Où cette personne habitait-elle il y a 1 an, c'est-à-dire le 14 mai 1995?

Cochez un seul cercle.

23. Où cette personne habitait-elle il y a 5 ans, c'est-à-dire le 14 mai 1991?

Cochez un seul cercle.

Nota :

Certaines grandes villes sont formées de petites villes appelées municipalités. S'il y a lieu, indiquez la municipalité au lieu de la grande ville, par exemple, Dorval plutôt que Montréal, Scarborough plutôt que Toronto, St. Albert plutôt qu'Edmonton, Saanich plutôt que Victoria.

25.

- 01 ☐ Habitat à l'adresse **actuelle**

- 02 ☐ Habitat la **même** province ou le **même** territoire, mais à une **autre** adresse

- 03 ☐ Habitat une **autre** province ou un **autre** territoire au **Canada**
Précisez le nom de la province ou du territoire

04

- 05 ☐ Habitat en **dehors** du **Canada**
Précisez le nom du pays

06

- 07 ☐ Habitat à l'adresse **actuelle**

- 08 ☐ Habitat à une **autre** adresse dans le ou la **même** ville, village, canton, municipalité ou réserve indienne

- 09 ☐ Habitat un ou une **autre** ville, village, canton, municipalité ou réserve indienne **du Canada**
Précisez ci-dessous

Ville, village, canton, municipalité ou réserve indienne

10

Province ou territoire

- 11 ☐ Habitat en **dehors** du **Canada**
Précisez le nom du pays

12

26.

- 01 ☐ Habitat à l'adresse **actuelle**

- 02 ☐ Habitat la **même** province ou le **même** territoire, mais à une **autre** adresse

- 03 ☐ Habitat une **autre** province ou un **autre** territoire au **Canada**
Précisez le nom de la province ou du territoire

04

- 05 ☐ Habitat en **dehors** du **Canada**
Précisez le nom du pays

06

- 07 ☐ Habitat à l'adresse **actuelle**

- 08 ☐ Habitat à une **autre** adresse dans le ou la **même** ville, village, canton, municipalité ou réserve indienne

- 09 ☐ Habitat un ou une **autre** ville, village, canton, municipalité ou réserve indienne **du Canada**
Précisez ci-dessous

Ville, village, canton, municipalité ou réserve indienne

10

Province ou territoire

- 11 ☐ Habitat en **dehors** du **Canada**
Précisez le nom du pays

12

Répondez aux questions 22 à 48 pour chaque personne âgée de 15 ans et plus.

<p>27. <input type="radio"/> Habite à l'adresse actuelle</p> <p>28. <input type="radio"/> Habite la même province ou la même territoire, mais à une autre adresse</p> <p>29. <input type="radio"/> Habite une autre province ou un autre territoire au Canada Précisez le nom de la province ou du territoire.</p> <p>30. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>27. <input type="radio"/> Habite à l'adresse actuelle</p> <p>28. <input type="radio"/> Habite la même province ou le même territoire, mais à une autre adresse</p> <p>29. <input type="radio"/> Habite une autre province ou un autre territoire au Canada Précisez le nom de la province ou du territoire.</p> <p>30. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>27. <input type="radio"/> Habite à l'adresse actuelle</p> <p>28. <input type="radio"/> Habite la même province ou le même territoire, mais à une autre adresse</p> <p>29. <input type="radio"/> Habite une autre province ou un autre territoire au Canada Précisez le nom de la province ou du territoire.</p> <p>30. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>27. <input type="radio"/> Habite à l'adresse actuelle</p> <p>28. <input type="radio"/> Habite la même province ou le même territoire, mais à une autre adresse</p> <p>29. <input type="radio"/> Habite une autre province ou un autre territoire au Canada Précisez le nom de la province ou du territoire.</p> <p>30. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>
<p>31. <input type="radio"/> Habite à l'adresse actuelle</p> <p>32. <input type="radio"/> Habite à une autre adresse dans le ou la même ville, village, canton, municipalité ou réserve indienne</p> <p>33. <input type="radio"/> Habite un ou une autre ville, village, canton, municipalité ou réserve indienne du Canada Précisez ci-dessous Ville, village, canton, municipalité ou réserve indienne:</p> <p>34. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>31. <input type="radio"/> Habite à l'adresse actuelle</p> <p>32. <input type="radio"/> Habite à une autre adresse dans le ou la même ville, village, canton, municipalité ou réserve indienne</p> <p>33. <input type="radio"/> Habite un ou une autre ville, village, canton, municipalité ou réserve indienne du Canada Précisez ci-dessous Ville, village, canton, municipalité ou réserve indienne:</p> <p>34. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>31. <input type="radio"/> Habite à l'adresse actuelle</p> <p>32. <input type="radio"/> Habite à une autre adresse dans le ou la même ville, village, canton, municipalité ou réserve indienne</p> <p>33. <input type="radio"/> Habite un ou une autre ville, village, canton, municipalité ou réserve indienne du Canada Précisez ci-dessous Ville, village, canton, municipalité ou réserve indienne:</p> <p>34. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>	<p>31. <input type="radio"/> Habite à l'adresse actuelle</p> <p>32. <input type="radio"/> Habite à une autre adresse dans le ou la même ville, village, canton, municipalité ou réserve indienne</p> <p>33. <input type="radio"/> Habite un ou une autre ville, village, canton, municipalité ou réserve indienne du Canada Précisez ci-dessous Ville, village, canton, municipalité ou réserve indienne:</p> <p>34. <input type="radio"/> Habite en dehors du Canada Précisez le nom du pays.</p>

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus

SCOLARITÉ

24. Jusqu'en quelle année (sans l'avoir nécessairement terminée) cette personne a-t-elle fréquenté l'école secondaire ou primaire?

Inscrivez le plus haut niveau (1^{re} à 13^e année), excluant l'école maternelle.

25. Combien d'années d'études cette personne a-t-elle terminées à l'université?

26. Combien d'années d'études cette personne a-t-elle terminées dans un établissement autre qu'une université ou une école secondaire ou primaire?

Comptez les années d'études dans les collèges communautaires, les instituts techniques, les cégeps (enseignement général et professionnel), les écoles de métiers et les collèges commerciaux privés, les écoles de sciences infirmières décernant un diplôme, etc.

27. Depuis les huit derniers mois (c'est-à-dire depuis septembre dernier), cette personne a-t-elle fréquenté une école, un collège ou une université?

Incluez la fréquentation d'une école primaire ou secondaire, d'une école de commerce ou de métiers, d'un collège communautaire, d'un institut technique, d'un cégep, etc., pour les cours qui peuvent être utilisés comme crédits en vue de l'obtention d'un certificat, diplôme ou grade.

Cochez un seul cercle.

31.

- 01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

- 02 ☐ Aucune scolarité ou uniquement l'école maternelle

- 03 ☐ Aucune

- 04 ☐ Moins de une année (de cours terminés)

- 05 ◀ Nombre d'années terminées à l'université

- 06 ☐ Aucune

- 07 ☐ Moins de une année (de cours terminés)

- 08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

- 09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

- 10 ☐ Oui, à plein temps

- 11 ☐ Oui, à temps partiel, le jour ou le soir

32.

- 01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

- 02 ☐ Aucune scolarité ou uniquement l'école maternelle

- 03 ☐ Aucune

- 04 ☐ Moins de une année (de cours terminés)

- 05 ◀ Nombre d'années terminées à l'université

- 06 ☐ Aucune

- 07 ☐ Moins de une année (de cours terminés)

- 08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

- 09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

- 10 ☐ Oui, à plein temps

- 11 ☐ Oui, à temps partiel, le jour ou le soir

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

33.

01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

02 ☐ Aucune scolarité ou uniquement l'école maternelle

03 ☐ Aucune

04 ☐ Moins de une année (de cours terminés)

05 ◀ Nombre d'années terminées à l'université

06 ☐ Aucune

07 ☐ Moins de une année (de cours terminés)

08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

10 ☐ Oui, à plein temps

11 ☐ Oui, à temps partiel, le jour ou le soir

34.

01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

02 ☐ Aucune scolarité ou uniquement l'école maternelle

03 ☐ Aucune

04 ☐ Moins de une année (de cours terminés)

05 ◀ Nombre d'années terminées à l'université

06 ☐ Aucune

07 ☐ Moins de une année (de cours terminés)

08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

10 ☐ Oui, à plein temps

11 ☐ Oui, à temps partiel, le jour ou le soir

35.

01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

02 ☐ Aucune scolarité ou uniquement l'école maternelle

03 ☐ Aucune

04 ☐ Moins de une année (de cours terminés)

05 ◀ Nombre d'années terminées à l'université

06 ☐ Aucune

07 ☐ Moins de une année (de cours terminés)

08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

10 ☐ Oui, à plein temps

11 ☐ Oui, à temps partiel, le jour ou le soir

36.

01 ◀ Le plus haut niveau (1^{re} à 13^e année), à l'école secondaire ou primaire

OU

02 ☐ Aucune scolarité ou uniquement l'école maternelle

03 ☐ Aucune

04 ☐ Moins de une année (de cours terminés)

05 ◀ Nombre d'années terminées à l'université

06 ☐ Aucune

07 ☐ Moins de une année (de cours terminés)

08 ◀ Nombre d'années terminées dans les collèges communautaires, les écoles de métiers, les cégeps, etc

09 ☐ Non, n'a fréquenté aucun de ces établissements au cours des huit derniers mois

10 ☐ Oui, à plein temps

11 ☐ Oui, à temps partiel, le jour ou le soir

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus

28. Quels certificats, diplômes ou grades cette

- personne détient-elle?

Inscrivez toutes les compétences acquises par la fréquentation d'écoles secondaires ou d'écoles de métiers et d'autres établissements d'enseignement postsecondaire.

Cochez plus d'un cercle, s'il y a lieu.

29. Quel était le principal domaine d'études ou de formation du **plus haut** grade, certificat ou diplôme de cette personne (sans compter les certificats d'études secondaires)?

Par exemple, comptabilité, génie civil, histoire, menuiserie, secrétariat juridique, soudure.

37.

- 01 ☐ Aucun — Passez à la question 30
- 02 ☐ Certificat d'études secondaires ou l'équivalent
- 03 ☐ Certificat ou diplôme de métier
- 04 ☐ Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)
- 05 ☐ Certificat ou diplôme universitaire inférieur ou baccalauréat
- 06 ☐ Baccalauréat(s) (par ex., B.A., B.Sc., LL.B.)
- 07 ☐ Certificat ou diplôme universitaire supérieur au baccalauréat
- 08 ☐ Maîtrise(s) (par ex., M.A., M.Sc., M.Ed.)
- 09 ☐ Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)
- 10 ☐ Doctorat acquis (par ex., Ph.D., D.Sc., D.Ed.)

Principal domaine d'études ou de formation

11

OU

- 12 ☐ Le plus haut diplôme de cette personne est un certificat d'études secondaires

38.

- 01 ☐ Aucun — Passez à la question 30
- 02 ☐ Certificat d'études secondaires ou l'équivalent
- 03 ☐ Certificat ou diplôme de métier
- 04 ☐ Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)
- 05 ☐ Certificat ou diplôme universitaire inférieur au baccalauréat
- 06 ☐ Baccalauréat(s) (par ex., B.A., B.Sc., LL.B.)
- 07 ☐ Certificat ou diplôme universitaire supérieur au baccalauréat
- 08 ☐ Maîtrise(s) (par ex., M.A., M.Sc., M.Ed.)
- 09 ☐ Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)
- 10 ☐ Doctorat acquis (par ex., Ph.D., D.Sc., D.Ed.)

Principal domaine d'études ou de formation

11

OU

- 12 ☐ Le plus haut diplôme de cette personne est un certificat d'études secondaires

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

<p>39. <input type="radio"/> Aucun — Passez à la question 30</p> <p><input checked="" type="radio"/> Certificat d'études secondaires ou l'équivalent</p> <p><input type="radio"/> Certificat ou diplôme de métier</p> <p><input type="radio"/> Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire inférieur au baccalauréat</p> <p><input type="radio"/> Baccalauréat(s) (par ex. B.A., B.Sc., LL.B.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire supérieur au baccalauréat</p> <p><input type="radio"/> Maîtrise(s) (par ex. M.A., M.Sc., M.Ed.)</p> <p><input type="radio"/> Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)</p> <p><input checked="" type="radio"/> Doctorat acquis (par ex. Ph.D., D.Sc., D.Ed.)</p>	<p>40. <input type="radio"/> Aucun — Passez à la question 30</p> <p><input type="radio"/> Certificat d'études secondaires ou l'équivalent</p> <p><input type="radio"/> Certificat ou diplôme de métier</p> <p><input type="radio"/> Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire inférieur au baccalauréat</p> <p><input type="radio"/> Baccalauréat(s) (par ex. B.A., B.Sc., LL.B.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire supérieur au baccalauréat</p> <p><input type="radio"/> Maîtrise(s) (par ex. M.A., M.Sc., M.Ed.)</p> <p><input type="radio"/> Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)</p> <p><input type="radio"/> Doctorat acquis (par ex. Ph.D., D.Sc., D.Ed.)</p>	<p>41. <input type="radio"/> Aucun — Passez à la question 30</p> <p><input type="radio"/> Certificat d'études secondaires ou l'équivalent</p> <p><input type="radio"/> Certificat ou diplôme de métier</p> <p><input type="radio"/> Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire inférieur au baccalauréat</p> <p><input type="radio"/> Baccalauréat(s) (par ex. B.A., B.Sc., LL.B.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire supérieur au baccalauréat</p> <p><input type="radio"/> Maîtrise(s) (par ex. M.A., M.Sc., M.Ed.)</p> <p><input type="radio"/> Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)</p> <p><input type="radio"/> Doctorat acquis (par ex. Ph.D., D.Sc., D.Ed.)</p>	<p>42. <input type="radio"/> Aucun — Passez à la question 30</p> <p><input type="radio"/> Certificat d'études secondaires ou l'équivalent</p> <p><input type="radio"/> Certificat ou diplôme de métier</p> <p><input type="radio"/> Autre certificat ou diplôme non universitaire (obtenu d'un collège communautaire, cégep, institut technique, etc.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire inférieur au baccalauréat</p> <p><input type="radio"/> Baccalauréat(s) (par ex. B.A., B.Sc., LL.B.)</p> <p><input type="radio"/> Certificat ou diplôme universitaire supérieur au baccalauréat</p> <p><input type="radio"/> Maîtrise(s) (par ex. M.A., M.Sc., M.Ed.)</p> <p><input type="radio"/> Diplôme en médecine, en art dentaire, en médecine vétérinaire ou en optométrie (M.D., D.D.S., D.M.D., D.M.V., O.D.)</p> <p><input type="radio"/> Doctorat acquis (par ex. Ph.D., D.Sc., D.Ed.)</p>
<p>Écrivez par domaine d'études ou de formation</p> <p>11 <input type="text"/></p> <p>OU</p> <p>12 <input checked="" type="radio"/> Le plus haut diplôme de cette personne est un certificat d'études secondaires</p>	<p>Principal domaine d'études ou de formation</p> <p>11 <input type="text"/></p> <p>OU</p> <p>12 <input type="radio"/> Le plus haut diplôme de cette personne est un certificat d'études secondaires</p>	<p>Principal domaine d'études ou de formation</p> <p>11 <input type="text"/></p> <p>OU</p> <p>12 <input type="radio"/> Le plus haut diplôme de cette personne est un certificat d'études secondaires</p>	<p>Principal domaine d'études ou de formation</p> <p>11 <input type="text"/></p> <p>OU</p> <p>12 <input type="radio"/> Le plus haut diplôme de cette personne est un certificat d'études secondaires</p>

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

ACTIVITÉS À LA MAISON ET SUR LE MARCHÉ DU TRAVAIL

Nota :

Par **semaine dernière**, on entend les sept jours (du dimanche au samedi) précédant le jour du recensement.

À la question 30, dans les cas où les activités se chevauchent, inscrire les mêmes heures dans plus d'une section.

30. La semaine dernière, combien d'heures cette personne

- a-t-elle consacrées aux activités suivantes

- a) aux travaux ménagers, à l'entretien ou à la réparation de la maison ou du jardin pour les membres du ménage ou pour d'autres personnes, **sans recevoir de rémunération?**

Par exemple, préparer les repas, faire la lessive, faire la comptabilité, effectuer des courses ou tondre le gazon.

- b) à s'occuper de ses enfants ou des enfants des autres, **sans recevoir de rémunération?**

Par exemple, donner le bain à de jeunes enfants ou jouer avec eux, conduire les enfants à leurs activités sportives, les aider à faire leurs devoirs, parler avec les adolescents de leurs problèmes.

- c) à offrir des soins ou de l'aide à une ou à plusieurs personnes âgées, **sans recevoir de rémunération?**

Par exemple, donner des soins personnels à une personne âgée faisant partie de la famille, visiter les personnes âgées, leur parler au téléphone, les aider à effectuer leurs emplettes, leurs opérations bancaires ou à prendre leurs médicaments.

31. La semaine dernière, combien d'heures cette personne a-t-elle travaillées à un emploi rémunéré ou à un emploi à son compte?

Considérez comme travail :

- le travail se rapportant directement à l'exploitation d'une ferme ou d'une entreprise familiale sans dispositions définies en ce qui concerne la rémunération (p. ex., aider à ensemençer, à tenir les comptes);
- le travail à son compte dans une entreprise ou une ferme ou dans l'exercice d'une profession, seule ou en association;
- le travail pour lequel elle a reçu une rémunération (salaire, traitement, pourboires, commissions).

43.

01 ☐ Aucune

02 ☐ Moins de 5 heures

03 ☐ De 5 à 14 heures

04 ☐ De 15 à 29 heures

05 ☐ De 30 à 59 heures

06 ☐ 60 heures et plus

07 ☐ Aucune

08 ☐ Moins de 5 heures

09 ☐ De 5 à 14 heures

10 ☐ De 15 à 29 heures

11 ☐ De 30 à 59 heures

12 ☐ 60 heures et plus

13 ☐ Aucune

14 ☐ Moins de 5 heures

15 ☐ De 5 à 9 heures

16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ← Nombre d'heures (à l'heure près)

Passer à la question 37

44.

01 ☐ Aucune

02 ☐ Moins de 5 heures

03 ☐ De 5 à 14 heures

04 ☐ De 15 à 29 heures

05 ☐ De 30 à 59 heures

06 ☐ 60 heures et plus

07 ☐ Aucune

08 ☐ Moins de 5 heures

09 ☐ De 5 à 14 heures

10 ☐ De 15 à 29 heures

11 ☐ De 30 à 59 heures

12 ☐ 60 heures et plus

13 ☐ Aucune

14 ☐ Moins de 5 heures

15 ☐ De 5 à 9 heures

16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ← Nombre d'heures (à l'heure près)

Passer à la question 37

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

45.

- 01 ☐ Aucune
- 02 ☐ Moins de 5 heures
- 03 ☐ De 5 à 14 heures
- 04 ☐ De 15 à 29 heures
- 05 ☐ De 30 à 59 heures
- 06 ☐ 60 heures et plus
- 07 ☐ Aucune
- 08 ☐ Moins de 5 heures
- 09 ☐ De 5 à 14 heures
- 10 ☐ De 15 à 29 heures
- 11 ☐ De 30 à 59 heures
- 12 ☐ 60 heures et plus
- 13 ☐ Aucune
- 14 ☐ Moins de 5 heures
- 15 ☐ De 5 à 9 heures
- 16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ◀ Nombre d'heures (à l'heure près)
Passez à la question 37

46.

- 01 ☐ Aucune
- 02 ☐ Moins de 5 heures
- 03 ☐ De 5 à 14 heures
- 04 ☐ De 15 à 29 heures
- 05 ☐ De 30 à 59 heures
- 06 ☐ 60 heures et plus
- 07 ☐ Aucune
- 08 ☐ Moins de 5 heures
- 09 ☐ De 5 à 14 heures
- 10 ☐ De 15 à 29 heures
- 11 ☐ De 30 à 59 heures
- 12 ☐ 60 heures et plus
- 13 ☐ Aucune
- 14 ☐ Moins de 5 heures
- 15 ☐ De 5 à 9 heures
- 16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ◀ Nombre d'heures (à l'heure près)
Passez à la question 37

47.

- 01 ☐ Aucune
- 02 ☐ Moins de 5 heures
- 03 ☐ De 5 à 14 heures
- 04 ☐ De 15 à 29 heures
- 05 ☐ De 30 à 59 heures
- 06 ☐ 60 heures et plus
- 07 ☐ Aucune
- 08 ☐ Moins de 5 heures
- 09 ☐ De 5 à 14 heures
- 10 ☐ De 15 à 29 heures
- 11 ☐ De 30 à 59 heures
- 12 ☐ 60 heures et plus
- 13 ☐ Aucune
- 14 ☐ Moins de 5 heures
- 15 ☐ De 5 à 9 heures
- 16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ◀ Nombre d'heures (à l'heure près)
Passez à la question 37

48.

- 01 ☐ Aucune
- 02 ☐ Moins de 5 heures
- 03 ☐ De 5 à 14 heures
- 04 ☐ De 15 à 29 heures
- 05 ☐ De 30 à 59 heures
- 06 ☐ 60 heures et plus
- 07 ☐ Aucune
- 08 ☐ Moins de 5 heures
- 09 ☐ De 5 à 14 heures
- 10 ☐ De 15 à 29 heures
- 11 ☐ De 30 à 59 heures
- 12 ☐ 60 heures et plus
- 13 ☐ Aucune
- 14 ☐ Moins de 5 heures
- 15 ☐ De 5 à 9 heures
- 16 ☐ 10 heures et plus

17 ☐ Aucune — Continuez avec la question suivante

18 ◀ Nombre d'heures (à l'heure près)
Passez à la question 37

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

32. La semaine dernière, cette personne était-elle
- mise à pied temporairement ou absente de son emploi ou de son entreprise?

Cochez un seul cercle.

33. La semaine dernière, existait-il des arrangements définis
- en vertu desquels cette personne devait se présenter à un nouvel emploi au cours des quatre prochaines semaines?

34. Cette personne a-t-elle cherché un emploi au cours
- des quatre dernières semaines?

Par exemple, en s'adressant à un Centre d'emploi du Canada ou à des employeurs, en insérant une annonce dans les journaux ou en répondant à une annonce.

Cochez un seul cercle.

35. Cette personne aurait-elle pu commencer à travailler
- la semaine dernière si un emploi avait été disponible?

Cochez un seul cercle

36. Quand cette personne a-t-elle travaillé la dernière
- fois à un emploi rémunéré ou à un emploi à son compte, ne serait-ce que quelques jours?

Cochez un seul cercle.

49.

- 01 ☐ Non
- 02 ☐ Oui, mise à pied temporairement d'un emploi auquel elle compte retourner
- 03 ☐ Oui, en vacances, malade, en grève ou lock-out ou absente pour d'autres raisons

04 ☐ Non

05 ☐ Oui

06 ☐ Non — Passez à la question 36

07 ☐ Oui, du travail à plein temps

08 ☐ Oui, du travail à temps partiel (moins de 30 heures par semaine)

09 ☐ Oui, prête à accepter du travail

10 ☐ Non, avait déjà un emploi

11 ☐ Non, pour des raisons de maladie temporaire ou d'invalidité

12 ☐ Non, pour des raisons personnelles ou familiales

13 ☐ Non, allait à l'école

14 ☐ Non, pour d'autres raisons

15 ☐ En 1996
Continuez avec la question suivante

16 ☐ En 1995
Continuez avec la question suivante

17 ☐ Avant 1995
Passez à la question 48

18 ☐ Jamais
Passez à la question 48

50.

- 01 ☐ Non
- 02 ☐ Oui, mise à pied temporairement d'un emploi auquel elle compte retourner
- 03 ☐ Oui, en vacances, malade, en grève ou lock-out ou absente pour d'autres raisons

04 ☐ Non

05 ☐ Oui

06 ☐ Non — Passez à la question 36

07 ☐ Oui, du travail à plein temps

08 ☐ Oui, du travail à temps partiel (moins de 30 heures par semaine)

09 ☐ Oui, prête à accepter du travail

10 ☐ Non, avait déjà un emploi

11 ☐ Non, pour des raisons de maladie temporaire ou d'invalidité

12 ☐ Non, pour des raisons personnelles ou familiales

13 ☐ Non, allait à l'école

14 ☐ Non, pour d'autres raisons

15 ☐ En 1996
Continuez avec la question suivante

16 ☐ En 1995
Continuez avec la question suivante

17 ☐ Avant 1995
Passez à la question 48

18 ☐ Jamais
Passez à la question 48

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

<p>51. <input type="radio"/> Non</p> <p>52. <input type="radio"/> Oui, mise à pied temporaire d'un emploi auquel elle compte retourner</p> <p>53. <input type="radio"/> Oui, en vacances, maladie, en grève ou lock-out ou absente pour d'autres raisons</p>	<p>51. <input type="radio"/> Non</p> <p>52. <input type="radio"/> Oui, mise à pied temporaire d'un emploi auquel elle compte retourner</p> <p>53. <input type="radio"/> Oui, en vacances, maladie, en grève ou lock-out ou absente pour d'autres raisons</p>	<p>51. <input type="radio"/> Non</p> <p>52. <input type="radio"/> Oui, mise à pied temporaire d'un emploi auquel elle compte retourner</p> <p>53. <input type="radio"/> Oui, en vacances, maladie, en grève ou lock-out ou absente pour d'autres raisons</p>	<p>51. <input type="radio"/> Non</p> <p>52. <input type="radio"/> Oui, mise à pied temporaire d'un emploi auquel elle compte retourner</p> <p>53. <input type="radio"/> Oui, en vacances, maladie, en grève ou lock-out ou absente pour d'autres raisons</p>
<p>54. <input type="radio"/> Non</p> <p>55. <input type="radio"/> Oui</p>	<p>54. <input type="radio"/> Non</p> <p>55. <input type="radio"/> Oui</p>	<p>54. <input type="radio"/> Non</p> <p>55. <input type="radio"/> Oui</p>	<p>54. <input type="radio"/> Non</p> <p>55. <input type="radio"/> Oui</p>
<p>56. <input type="radio"/> Non — Passez à la question 36</p> <p>57. <input type="radio"/> Oui, du travail à plein temps</p> <p>58. <input type="radio"/> Oui, du travail à temps partiel (moins de 30 heures par semaine)</p>	<p>56. <input type="radio"/> Non — Passez à la question 36</p> <p>57. <input type="radio"/> Oui, du travail à plein temps</p> <p>58. <input type="radio"/> Oui, du travail à temps partiel (moins de 30 heures par semaine)</p>	<p>56. <input type="radio"/> Non — Passez à la question 36</p> <p>57. <input type="radio"/> Oui, du travail à plein temps</p> <p>58. <input type="radio"/> Oui, du travail à temps partiel (moins de 30 heures par semaine)</p>	<p>56. <input type="radio"/> Non — Passez à la question 36</p> <p>57. <input type="radio"/> Oui, du travail à plein temps</p> <p>58. <input type="radio"/> Oui, du travail à temps partiel (moins de 30 heures par semaine)</p>
<p>59. <input type="radio"/> Oui, prête à accepter du travail</p> <p>60. <input type="radio"/> Non, avait déjà un emploi</p> <p>61. <input type="radio"/> Non, pour des raisons de maladie temporaire ou d'invalidité</p> <p>62. <input type="radio"/> Non, pour des raisons personnelles ou familiales</p> <p>63. <input type="radio"/> Non, allait à l'école</p> <p>64. <input type="radio"/> Non, pour d'autres raisons</p>	<p>59. <input type="radio"/> Oui, prête à accepter du travail</p> <p>60. <input type="radio"/> Non, avait déjà un emploi</p> <p>61. <input type="radio"/> Non, pour des raisons de maladie temporaire ou d'invalidité</p> <p>62. <input type="radio"/> Non, pour des raisons personnelles ou familiales</p> <p>63. <input type="radio"/> Non, allait à l'école</p> <p>64. <input type="radio"/> Non, pour d'autres raisons</p>	<p>59. <input type="radio"/> Oui, prête à accepter du travail</p> <p>60. <input type="radio"/> Non, avait déjà un emploi</p> <p>61. <input type="radio"/> Non, pour des raisons de maladie temporaire ou d'invalidité</p> <p>62. <input type="radio"/> Non, pour des raisons personnelles ou familiales</p> <p>63. <input type="radio"/> Non, allait à l'école</p> <p>64. <input type="radio"/> Non, pour d'autres raisons</p>	<p>59. <input type="radio"/> Oui, prête à accepter du travail</p> <p>60. <input type="radio"/> Non, avait déjà un emploi</p> <p>61. <input type="radio"/> Non, pour des raisons de maladie temporaire ou d'invalidité</p> <p>62. <input type="radio"/> Non, pour des raisons personnelles ou familiales</p> <p>63. <input type="radio"/> Non, allait à l'école</p> <p>64. <input type="radio"/> Non, pour d'autres raisons</p>
<p>65. <input type="radio"/> En 1996 Continuez avec la question suivante</p> <p>66. <input type="radio"/> En 1995 Continuez avec la question suivante</p> <p>67. <input type="radio"/> Avant 1995 Passez à la question 48</p> <p>68. <input type="radio"/> Jamais Passez à la question 48</p>	<p>65. <input type="radio"/> En 1996 Continuez avec la question suivante</p> <p>66. <input type="radio"/> En 1995 Continuez avec la question suivante</p> <p>67. <input type="radio"/> Avant 1995 Passez à la question 48</p> <p>68. <input type="radio"/> Jamais Passez à la question 48</p>	<p>65. <input type="radio"/> En 1996 Continuez avec la question suivante</p> <p>66. <input type="radio"/> En 1995 Continuez avec la question suivante</p> <p>67. <input type="radio"/> Avant 1995 Passez à la question 48</p> <p>68. <input type="radio"/> Jamais Passez à la question 48</p>	<p>65. <input type="radio"/> En 1996 Continuez avec la question suivante</p> <p>66. <input type="radio"/> En 1995 Continuez avec la question suivante</p> <p>67. <input type="radio"/> Avant 1995 Passez à la question 48</p> <p>68. <input type="radio"/> Jamais Passez à la question 48</p>

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

Nota :

Les questions 37 à 45 portent sur l'emploi ou le travail de cette personne la semaine dernière ou, si elle n'en avait pas, sur l'emploi qu'elle a occupé le plus longtemps depuis le 1^{er} janvier 1995. Si cette personne a eu plus d'un emploi la semaine dernière, répondez pour l'emploi auquel elle a travaillé le plus grand nombre d'heures.

37. Pour qui cette personne a-t-elle travaillé?

55.

Nom de l'entreprise, de l'organisme public, etc.

01

Section, usine, service, ministère, direction ou division

56.

Nom de l'entreprise, de l'organisme public, etc.

01

Section, usine, service, ministère, direction ou division

38. Quelle était la nature de l'entreprise, de l'industrie ou du service?

Donnez une description complète. Par exemple, culture du blé, piégeage, entretien des routes, magasin de chaussures au détail, école secondaire, service de location de personnel de bureau, police municipale.

Genre d'entreprise, d'industrie ou de service

02

Genre d'entreprise, d'industrie ou de service

02

39. Quel genre de travail cette personne faisait-elle?

Par exemple, technicien de laboratoire médical, commis comptable, directeur du service de génie civil, enseignant au secondaire, surveillant de l'unité d'entrée des données, manoeuvre de l'industrie des aliments, guide d'expéditions de pêche. (Si elle était dans les Forces armées, indiquez son grade.)

Genre de travail

Genre de travail

40. Dans ce travail, quelles étaient les fonctions ou les activités les plus importantes de cette personne?

Par exemple, analyse d'échantillons sanguins, vérification des factures, coordination de projets de génie civil, enseignement des mathématiques, organisation des horaires de travail et contrôle des systèmes d'entrée des données, nettoyage de légumes, guide d'expéditions de pêche.

Fonctions ou activités les plus importantes

Fonctions ou activités les plus importantes

03

03

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

27

Nom de l'entreprise, de l'organisme public, etc.

Section, usine, service, ministère, direction ou division

Genre d'entreprise, d'industrie ou de service

01

Genre de travail

Fonctions ou activités les plus importantes

02

58

Nom de l'entreprise, de l'organisme public, etc.

Section, usine, service, ministère, direction ou division

Genre d'entreprise, d'industrie ou de service

02

Genre de travail

Fonctions ou activités les plus importantes

03

59

Nom de l'entreprise, de l'organisme public, etc.

Section, usine, service, ministère, direction ou division

Genre d'entreprise, d'industrie ou de service

02

Genre de travail

Fonctions ou activités les plus importantes

03

60

Nom de l'entreprise, de l'organisme public, etc.

Section, usine, service, ministère, direction ou division

Genre d'entreprise, d'industrie ou de service

02

Genre de travail

Fonctions ou activités les plus importantes

03

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus

41. Dans cet emploi ou cette entreprise, cette personne travaillait-elle principalement :

Cochez un seul cercle.

42. Si cette personne travaillait à son compte, sa ferme ou son entreprise était-elle constituée en société?

43. À quelle adresse cette personne travaillait-elle habituellement?

Exemple :

365, avenue Laurier ouest
 Numéro
 Genre
 Nom
 Direction

Si la direction fait partie du nom de la rue (p. ex., nord, sud, est ou ouest), veuillez préciser.

Si l'adresse du lieu de travail n'est pas connue, précisez le nom du bâtiment ou de l'intersection le plus proche.

Nota :

Certaines grandes villes sont formées de petites villes appelées municipalités. S'il y a lieu, indiquez la municipalité plutôt que la grande ville, par exemple, Dorval plutôt que Montréal, Scarborough plutôt que Toronto, St. Albert plutôt qu'Edmonton, Saanich plutôt que Victoria.

61.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?
 Passez à la question 43
- 02 ☐ sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?
 Passez à la question 43
- 03 ☐ à son compte sans personnel rémunéré (seul ou en association)?
 Continuez avec la question suivante
- 04 ☐ à son compte avec personnel rémunéré (seul ou en association)?
 Continuez avec la question suivante

05 ☐ Non

06 ☐ Oui

- 07 ☐ À domicile (y compris les fermes)
 Passez à la question 45
- 08 ☐ En dehors du Canada
 Passez à la question 45
- 09 ☐ Sans adresse fixe de travail
 Passez à la question 44
- 10 ☐ À l'adresse précisée ci-dessous

Préciser l'adresse au complet

NP et rue (voir l'exemple)

11

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

62.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?
 Passez à la question 43
- 02 ☐ sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?
 Passez à la question 43
- 03 ☐ à son compte sans personnel rémunéré (seul ou en association)?
 Continuez avec la question suivante
- 04 ☐ à son compte avec personnel rémunéré (seul ou en association)?
 Continuez avec la question suivante

05 ☐ Non

06 ☐ Oui

- 07 ☐ À domicile (y compris les fermes)
 Passez à la question 45
- 08 ☐ En dehors du Canada
 Passez à la question 45
- 09 ☐ Sans adresse fixe de travail
 Passez à la question 44
- 10 ☐ À l'adresse précisée ci-dessous

Préciser l'adresse au complet

NP et rue (voir l'exemple)

11

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

63.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?

Passer à la question 43

02 ☐

- sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?

Passer à la question 43

03 ☐

- à son compte sans personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

04 ☐

- à son compte avec personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

05 ☐

Non

06 ☐

Oui

07 ☐

- À domicile (y compris les fermes)

Passer à la question 45

08 ☐

- En dehors du Canada

Passer à la question 45

09 ☐

- Sans adresse fixe de travail

Passer à la question 44

10 ☐

- À l'adresse précisée ci-dessous

Préciser l'adresse au complet

N° et rue (voir l'exemple)

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

64.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?

Passer à la question 43

02 ☐

- sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?

Passer à la question 43

03 ☐

- à son compte sans personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

04 ☐

- à son compte avec personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

05 ☐

Non

06 ☐

Oui

07 ☐

- À domicile (y compris les fermes)

Passer à la question 45

08 ☐

- En dehors du Canada

Passer à la question 45

09 ☐

- Sans adresse fixe de travail

Passer à la question 44

10 ☐

- À l'adresse précisée ci-dessous

Préciser l'adresse au complet

N° et rue (voir l'exemple)

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

65.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?

Passer à la question 43

02 ☐

- sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?

Passer à la question 43

03 ☐

- à son compte sans personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

04 ☐

- à son compte avec personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

05 ☐

Non

06 ☐

Oui

07 ☐

- À domicile (y compris les fermes)

Passer à la question 45

08 ☐

- En dehors du Canada

Passer à la question 45

09 ☐

- Sans adresse fixe de travail

Passer à la question 44

10 ☐

- À l'adresse précisée ci-dessous

Préciser l'adresse au complet

N° et rue (voir l'exemple)

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

66.

- 01 ☐ pour un salaire, un traitement, des pourboires ou à commission?

Passer à la question 43

02 ☐

- sans rémunération, pour son conjoint ou pour un parent, dans une entreprise ou une ferme familiale?

Passer à la question 43

03 ☐

- à son compte sans personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

04 ☐

- à son compte avec personnel rémunéré (seule ou en association)?

Continuez avec la question suivante

05 ☐

Non

06 ☐

Oui

07 ☐

- À domicile (y compris les fermes)

Passer à la question 45

08 ☐

- En dehors du Canada

Passer à la question 45

09 ☐

- Sans adresse fixe de travail

Passer à la question 44

10 ☐

- À l'adresse précisée ci-dessous

Préciser l'adresse au complet

N° et rue (voir l'exemple)

Ville, village, réserve indienne, etc.

Province, territoire

Code postal

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus

44. Comment cette personne se rendait-elle habituellement au travail?

Si cette personne utilisait plus d'un moyen de transport, cochez celui qui a servi à la plus grande partie du trajet

57.

- 01 ☐ Automobile, camion ou fourgonnette — en tant que conducteur
- 02 ☐ Automobile, camion ou fourgonnette — en tant que passager
- 03 ☐ Transport en commun (p. ex., autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)
- 04 ☐ S'est rendue à pied au travail
- 05 ☐ Bicyclette
- 06 ☐ Motocyclette
- 07 ☐ Taxi
- 08 ☐ Par un autre moyen

58.

- 01 ☐ Automobile, camion ou fourgonnette — en tant que conducteur
- 02 ☐ Automobile, camion ou fourgonnette — en tant que passager
- 03 ☐ Transport en commun (p. ex., autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)
- 04 ☐ S'est rendue à pied au travail
- 05 ☐ Bicyclette
- 06 ☐ Motocyclette
- 07 ☐ Taxi
- 08 ☐ Par un autre moyen

45. Dans cet emploi, quelle langue cette personne utilisait-elle le plus souvent?

- 09 ☐ Anglais
- 10 ☐ Français

Autre — Précisez

11

- 09 ☐ Anglais
- 10 ☐ Français

Autre — Précisez

11

46. Pendant combien de semaines cette personne a-t-elle travaillé en 1995?

Comptez toutes les semaines au cours desquelles

- elle était en vacances ou en congé de maladie payé;
- elle a travaillé à plein temps ou à temps partiel,
- elle a travaillé pour une rémunération (salaire, traitement, pourboires, commissions);
- elle a travaillé à son compte ou directement à l'exploitation d'une ferme ou d'une entreprise familiale.

12 ☐ Aucune — Passez à la question 48

OU

13 ← Nombre de semaines

Continuez avec la question suivante

12 ☐ Aucune — Passez à la question 48

OU

13 ← Nombre de semaines

Continuez avec la question suivante

47. Pendant la plupart de ces semaines, cette personne a-t-elle travaillé à plein temps ou à temps partiel?

Cochez un seul cercle

14 ☐ À plein temps (30 heures ou plus par semaine)

15 ☐ À temps partiel (moins de 30 heures par semaine)

14 ☐ À plein temps (30 heures ou plus par semaine)

15 ☐ À temps partiel (moins de 30 heures par semaine)

Attention! Ces questions s'adressent aux personnes âgées de 15 ans et plus.

<p>69.</p> <p>01 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que conducteur</p> <p>02 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que passager</p> <p>03 <input type="radio"/> Transport en commun (p. ex. autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)</p> <p>04 <input type="radio"/> S'est rendue à pied au travail</p> <p>05 <input type="radio"/> Bicyclette</p> <p>06 <input type="radio"/> Motocyclette</p> <p>07 <input type="radio"/> Taxi</p> <p>08 <input type="radio"/> Par un autre moyen</p>	<p>70.</p> <p>01 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que conducteur</p> <p>02 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que passager</p> <p>03 <input type="radio"/> Transport en commun (p. ex. autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)</p> <p>04 <input type="radio"/> S'est rendue à pied au travail</p> <p>05 <input type="radio"/> Bicyclette</p> <p>06 <input type="radio"/> Motocyclette</p> <p>07 <input type="radio"/> Taxi</p> <p>08 <input type="radio"/> Par un autre moyen</p>	<p>71.</p> <p>01 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que conducteur</p> <p>02 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que passager</p> <p>03 <input type="radio"/> Transport en commun (p. ex. autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)</p> <p>04 <input type="radio"/> S'est rendue à pied au travail</p> <p>05 <input type="radio"/> Bicyclette</p> <p>06 <input type="radio"/> Motocyclette</p> <p>07 <input type="radio"/> Taxi</p> <p>08 <input type="radio"/> Par un autre moyen</p>	<p>72.</p> <p>01 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que conducteur</p> <p>02 <input type="radio"/> Automobile, camion ou fourgonnette — en tant que passager</p> <p>03 <input type="radio"/> Transport en commun (p. ex. autobus, tramway, métro, train léger sur rail, train de banlieue, traversier)</p> <p>04 <input type="radio"/> S'est rendue à pied au travail</p> <p>05 <input type="radio"/> Bicyclette</p> <p>06 <input type="radio"/> Motocyclette</p> <p>07 <input type="radio"/> Taxi</p> <p>08 <input type="radio"/> Par un autre moyen</p>
<p>09 <input type="radio"/> Anglais</p> <p>10 <input type="radio"/> Français</p> <p>Autre — Précisez</p> <p>11 <input type="text"/></p>	<p>09 <input type="radio"/> Anglais</p> <p>10 <input type="radio"/> Français</p> <p>Autre — Précisez</p> <p>11 <input type="text"/></p>	<p>09 <input type="radio"/> Anglais</p> <p>10 <input type="radio"/> Français</p> <p>Autre — Précisez</p> <p>11 <input type="text"/></p>	<p>09 <input type="radio"/> Anglais</p> <p>10 <input type="radio"/> Français</p> <p>Autre — Précisez</p> <p>11 <input type="text"/></p>
<p>12 <input type="radio"/> Aucune — Passez à la question 48</p> <p>OU</p> <p>13 <input type="text"/> ← Nombre de semaines</p> <p>Continuez avec la question suivante</p>	<p>12 <input type="radio"/> Aucune — Passez à la question 48</p> <p>OU</p> <p>13 <input type="text"/> ← Nombre de semaines</p> <p>Continuez avec la question suivante</p>	<p>12 <input type="radio"/> Aucune — Passez à la question 48</p> <p>OU</p> <p>13 <input type="text"/> ← Nombre de semaines</p> <p>Continuez avec la question suivante</p>	<p>12 <input type="radio"/> Aucune — Passez à la question 48</p> <p>OU</p> <p>13 <input type="text"/> ← Nombre de semaines</p> <p>Continuez avec la question suivante</p>
<p>14 <input type="radio"/> A plein temps (30 heures ou plus par semaine)</p> <p>15 <input type="radio"/> A temps partiel (moins de 30 heures par semaine)</p>	<p>14 <input type="radio"/> A plein temps (30 heures ou plus par semaine)</p> <p>15 <input type="radio"/> A temps partiel (moins de 30 heures par semaine)</p>	<p>14 <input type="radio"/> A plein temps (30 heures ou plus par semaine)</p> <p>15 <input type="radio"/> A temps partiel (moins de 30 heures par semaine)</p>	<p>14 <input type="radio"/> A plein temps (30 heures ou plus par semaine)</p> <p>15 <input type="radio"/> A temps partiel (moins de 30 heures par semaine)</p>

REVENU EN 1995

48. Au cours de l'année terminée le 31 décembre 1995, cette personne a-t-elle reçu un revenu quelconque des sources énumérées ci-dessous?

- Répondez «Oui» ou «Non» à toutes les sources.
- Si «Oui», inscrivez également le montant; dans le cas de pertes, cochez également «Perte».
- N'incluez pas la prestation fiscale pour enfants.

TRAVAIL CONTRE RÉMUNÉRATION :

- a) Total des salaires et traitements, y compris les commissions, gratifications, pourboires, etc., avant les déductions

TRAVAIL AUTONOME :

- b) Revenu net dans une entreprise agricole (recettes brutes moins les dépenses) y compris les subventions faisant partie des programmes de soutien aux entreprises agricoles, les versements d'une office de mise en marché, et le produit brut d'une assurance
- c) Revenu net non agricole dans une entreprise non constituée en société dans l'exercice d'une profession, etc., (recettes brutes moins dépenses)

REVENU PROVENANT DU GOUVERNEMENT :

- d) Pension de sécurité de la vieillesse, supplément de revenu garanti et allocation au conjoint provenant du gouvernement fédéral seulement (les suppléments de revenu provinciaux doivent être déclarés en g))
- e) Prestations du Régime de pensions du Canada ou du Régime de rentes du Québec
- f) Prestations d'assurance-chômage (prestations totales avant la déduction d'impôt)
- g) Autre revenu provenant de sources publiques, telles que les subventions et les suppléments de revenu versés par les gouvernements provinciaux, les remboursements de la TPS, les crédits d'impôt provinciaux, les indemnités d'accidents du travail, les pensions des anciens combattants, les prestations de bien-être social. (N'incluez pas la prestation fiscale pour enfants.)

AUTRE REVENU :

- h) Dividendes et intérêts d'obligations, de dépôts et de certificats d'épargne et autre revenu de placements, tels que loyers nets de propriétés, intérêts d'hypothèques
- i) Pensions de retraite et rentes, y compris les versements provenant des REER et des FERR
- j) Autre revenu en espèces, tel qu'une pension alimentaire, des bourses d'études

k) REVENU TOTAL PROVENANT DE TOUTES LES SOURCES PRÉCÉDENTES

73.

01 ☐ Oui Dollars Cents
02 ☐ Non

03 ☐ Oui 04 ☐ Perte
05 ☐ Non

06 ☐ Oui 07 ☐ Perte
08 ☐ Non

09 ☐ Oui
10 ☐ Non

11 ☐ Oui
12 ☐ Non

13 ☐ Oui
14 ☐ Non

15 ☐ Oui
16 ☐ Non

17 ☐ Oui 18 ☐ Perte
19 ☐ Non

20 ☐ Oui
21 ☐ Non

22 ☐ Oui
23 ☐ Non

24 ☐ Oui 25 ☐ Perte
26 ☐ Non

74.

01 ☐ Oui Dollars Cents
02 ☐ Non

03 ☐ Oui 04 ☐ Perte
05 ☐ Non

06 ☐ Oui 07 ☐ Perte
08 ☐ Non

09 ☐ Oui
10 ☐ Non

11 ☐ Oui
12 ☐ Non

13 ☐ Oui
14 ☐ Non

15 ☐ Oui
16 ☐ Non

17 ☐ Oui 18 ☐ Perte
19 ☐ Non

20 ☐ Oui
21 ☐ Non

22 ☐ Oui
23 ☐ Non

24 ☐ Oui 25 ☐ Perte
26 ☐ Non

PERSONNE 3**PERSONNE 4****PERSONNE 5****PERSONNE 6**

Nom de famille

Nom de famille

Nom de famille

Nom de famille

Prénom

Prénom

Prénom

Prénom

Attention! Cette question s'adresse aux personnes âgées de 15 ans et plus.

75.	76.	77.	78.
01 <input type="radio"/> Oui <input type="radio"/> Non 02 <input type="radio"/> Non	01 <input type="radio"/> Oui <input type="radio"/> Non 02 <input type="radio"/> Non	01 <input type="radio"/> Oui <input type="radio"/> Non 02 <input type="radio"/> Non	01 <input type="radio"/> Oui <input type="radio"/> Non 02 <input type="radio"/> Non
03 <input type="radio"/> Oui <input type="radio"/> Non 04 <input type="radio"/> Perte	03 <input type="radio"/> Oui <input type="radio"/> Non 04 <input type="radio"/> Perte	03 <input type="radio"/> Oui <input type="radio"/> Non 04 <input type="radio"/> Perte	03 <input type="radio"/> Oui <input type="radio"/> Non 04 <input type="radio"/> Perte
05 <input type="radio"/> Non 06 <input type="radio"/> Oui <input type="radio"/> Non 07 <input type="radio"/> Perte	05 <input type="radio"/> Non 06 <input type="radio"/> Oui <input type="radio"/> Non 07 <input type="radio"/> Perte	05 <input type="radio"/> Non 06 <input type="radio"/> Oui <input type="radio"/> Non 07 <input type="radio"/> Perte	05 <input type="radio"/> Non 06 <input type="radio"/> Oui <input type="radio"/> Non 07 <input type="radio"/> Perte
08 <input type="radio"/> Non 09 <input type="radio"/> Oui <input type="radio"/> Non 10 <input type="radio"/> Non 11 <input type="radio"/> Oui <input type="radio"/> Non 12 <input type="radio"/> Non 13 <input type="radio"/> Oui <input type="radio"/> Non 14 <input type="radio"/> Non 15 <input type="radio"/> Oui <input type="radio"/> Non 16 <input type="radio"/> Non 17 <input type="radio"/> Oui <input type="radio"/> Non 18 <input type="radio"/> Non 19 <input type="radio"/> Oui <input type="radio"/> Non 20 <input type="radio"/> Non 21 <input type="radio"/> Oui <input type="radio"/> Non 22 <input type="radio"/> Non 23 <input type="radio"/> Oui <input type="radio"/> Non 24 <input type="radio"/> Non 25 <input type="radio"/> Perte	08 <input type="radio"/> Non 09 <input type="radio"/> Oui <input type="radio"/> Non 10 <input type="radio"/> Non 11 <input type="radio"/> Oui <input type="radio"/> Non 12 <input type="radio"/> Non 13 <input type="radio"/> Oui <input type="radio"/> Non 14 <input type="radio"/> Non 15 <input type="radio"/> Oui <input type="radio"/> Non 16 <input type="radio"/> Non 17 <input type="radio"/> Oui <input type="radio"/> Non 18 <input type="radio"/> Non 19 <input type="radio"/> Oui <input type="radio"/> Non 20 <input type="radio"/> Non 21 <input type="radio"/> Oui <input type="radio"/> Non 22 <input type="radio"/> Non 23 <input type="radio"/> Oui <input type="radio"/> Non 24 <input type="radio"/> Non 25 <input type="radio"/> Perte	08 <input type="radio"/> Non 09 <input type="radio"/> Oui <input type="radio"/> Non 10 <input type="radio"/> Non 11 <input type="radio"/> Oui <input type="radio"/> Non 12 <input type="radio"/> Non 13 <input type="radio"/> Oui <input type="radio"/> Non 14 <input type="radio"/> Non 15 <input type="radio"/> Oui <input type="radio"/> Non 16 <input type="radio"/> Non 17 <input type="radio"/> Oui <input type="radio"/> Non 18 <input type="radio"/> Non 19 <input type="radio"/> Oui <input type="radio"/> Non 20 <input type="radio"/> Non 21 <input type="radio"/> Oui <input type="radio"/> Non 22 <input type="radio"/> Non 23 <input type="radio"/> Oui <input type="radio"/> Non 24 <input type="radio"/> Non 25 <input type="radio"/> Perte	08 <input type="radio"/> Non 09 <input type="radio"/> Oui <input type="radio"/> Non 10 <input type="radio"/> Non 11 <input type="radio"/> Oui <input type="radio"/> Non 12 <input type="radio"/> Non 13 <input type="radio"/> Oui <input type="radio"/> Non 14 <input type="radio"/> Non 15 <input type="radio"/> Oui <input type="radio"/> Non 16 <input type="radio"/> Non 17 <input type="radio"/> Oui <input type="radio"/> Non 18 <input type="radio"/> Non 19 <input type="radio"/> Oui <input type="radio"/> Non 20 <input type="radio"/> Non 21 <input type="radio"/> Oui <input type="radio"/> Non 22 <input type="radio"/> Non 23 <input type="radio"/> Oui <input type="radio"/> Non 24 <input type="radio"/> Non 25 <input type="radio"/> Perte

Tournez la page et répondez aux questions sur le logement.

**ÉTAPE 8****Répondez aux questions H1 à H8 portant sur le logement.**

Un **logement** est un ensemble distinct de pièces d'habitation ayant une **entrée privée** donnant sur l'extérieur ou sur un corridor ou un escalier commun à l'intérieur. L'entrée doit donner accès au logement sans qu'on ait à passer par les pièces d'habitation de quelqu'un d'autre.

79. **H1. Qui paie le loyer ou l'hypothèque, les taxes, l'électricité, etc., pour ce logement?**

Si plus d'une personne effectue de tels paiements, cochez tous les cercles qui s'appliquent.

- 01 ☐ Personne 1
 02 ☐ Personne 2
 03 ☐ Personne 3
 04 ☐ Personne 4
 05 ☐ Personne 5
 06 ☐ Personne 6
 07 ☐ Une personne inscrite sur un autre questionnaire pour ce logement
 08 ☐ Une personne qui ne vit pas ici

- H2. Êtes-vous (ou un membre du ménage est-il) :**

Cochez un seul cercle.

- 09 ☐ propriétaire de ce logement ou en train de le payer?
 10 ☐ locataire (même si aucun loyer en argent n'est versé)?

- H3. a) Combien y a-t-il de pièces dans ce logement?**

Comptez la cuisine, les chambres à coucher, les pièces finies au grenier ou au sous-sol, etc. Ne comptez pas les salles de bains, les corridors, les vestibules ni les pièces utilisées uniquement comme locaux d'affaires.

- 11 ← Nombre de pièces

- b) De ce nombre, combien sont des chambres à coucher?**

- 12 ← Nombre de chambres à coucher

- H4. Quand ce logement a-t-il été originellement construit?**

Indiquez la période d'achèvement de la construction et non celle où l'on a procédé à des rénovations, rajouts ou transformations. Si vous ne connaissez pas l'année, donnez la meilleure estimation possible.

- 13 ☐ 1920 ou avant
 14 ☐ 1921-1945
 15 ☐ 1946-1960
 16 ☐ 1961-1970
 17 ☐ 1971-1980
 18 ☐ 1981-1985
 19 ☐ 1986-1990
 20 ☐ 1991-1995
 21 ☐ 1996

- H5. Ce logement nécessite-t-il des réparations?**

(Ne considérez pas les rénovations ou rajouts souhaités.)

- 22 ☐ Non, seulement un **entretien régulier** (peinture, nettoyage du système de chauffage, etc.)
 23 ☐ Oui, des **réparations mineures** (carreaux de plancher détachés ou manquants, briques descellées, bardeaux arrachés, marches, rampes ou revêtement extérieur défectueux, etc.)
 24 ☐ Oui, des **réparations majeures** (plomberie ou installation électrique défectueuse, réparations à la charpente des murs, planchers ou plafonds, etc.)

80. Vos réponses aux questions H6 à H8 s'appliquent uniquement au logement que vous **occupez maintenant**, même si vous louez ou possédez plus d'un logement. Si vous ne connaissez pas le montant exact, donnez la meilleure estimation possible.

Nota : Si vous êtes un exploitant agricole et demeurez dans la ferme que vous exploitez, **cochez ici** et passez à l'étape 9.

01 ☐

- H6. Pour ce logement, combien payez-vous **PAR ANNÉE** (12 derniers mois) pour :

a) l'électricité?

02 ☐ Rien

03 ☐ Compris dans le loyer ou avec d'autres paiements **OU** 04 Dollars Cents par année

b) l'huile (mazout), le gaz, le charbon, le bois ou tout autre combustible?

05 ☐ Rien

06 ☐ Compris dans le loyer ou avec d'autres paiements **OU** Dollars Cents par année

c) l'eau et les autres services municipaux?

08 ☐ Rien

09 ☐ Compris dans le loyer ou avec d'autres paiements **OU** 10 Dollars Cents par année

- H7. Pour les **LOCATAIRES** seulement :

• Quel est le **loyer mensuel** en argent payé pour ce logement?

11 ☐ Aucun loyer en argent **OU** 12 Dollars Cents par mois

- H8. Pour les **PROPRIÉTAIRES** seulement, répondez aux parties a) à f) :

a) Quel est le total **mensuel** courant des paiements hypothécaires (ou remboursements similaires) pour ce logement?

13 ☐ Aucun **Passez à la partie c)** **OU** 14 Dollars Cents par mois

b) L'impôt foncier (taxes municipales et scolaires) est-il compris dans le montant inscrit à la partie a)?

15 ☐ Oui — **Passez à la partie d)**

16 ☐ Non

c) Quel est le montant **annuel** approximatif de l'impôt foncier (taxes municipales et scolaires) sur ce logement?

17 ☐ Aucun **OU** 18 Dollars Cents par année

d) Si vous vendiez ce logement aujourd'hui, combien penseriez-vous en tirer?

Dollars
19

e) Ce logement fait-il partie d'un condominium enregistré?

20 ☐ Oui — **Continuez avec la partie f)**

21 ☐ Non — **Passez à l'étape 9**

f) Quels sont les frais **mensuels** de condominium?

Dollars Cents
22 ☐ Aucuns **OU** 23 par mois

Vous avez maintenant rempli votre questionnaire. Veuillez le mettre à la poste dès aujourd'hui. Nous vous remercions de votre collaboration.

Si vous avez des observations, veuillez utiliser l'espace prévu à cette fin sur la couverture arrière.



ÉTAPE 9

Les renseignements que vous fournissez dans votre questionnaire de recensement sont protégés par la loi. Les employés de Statistique Canada qui traiteront votre questionnaire ont prêté un serment de discrétion. Ils sont les seuls à le manipuler. Personne, ni même la police, ni les autres administrations publiques, ne peut avoir accès à votre questionnaire. C'est un droit qui vous est garanti par la loi. Après le recensement, nous diffusons seulement l'information recueillie auprès de l'ensemble de la population du Canada. Les noms et les adresses ne sont jamais publiés.

Les questionnaires de recensement sont conservés sous le sceau du secret à Statistique Canada, à Ottawa. Vous pourrez consulter votre questionnaire du recensement de 1996 après novembre 1996. Pour ce faire, écrivez à l'adresse suivante :

Coordonnateur de la protection de la vie privée
Statistique Canada
25^e étage
Immeuble R.-H.-Coats
Ottawa (Ontario)
K1A 0T6

RÔLE DU RECENSEUR

Le recenseur de votre région vous contactera si nous n'avons pas reçu votre questionnaire. Il vérifiera également votre questionnaire pour s'assurer qu'il est complet. Si votre questionnaire est incomplet, le recenseur vous téléphonera ou vous rendra visite.

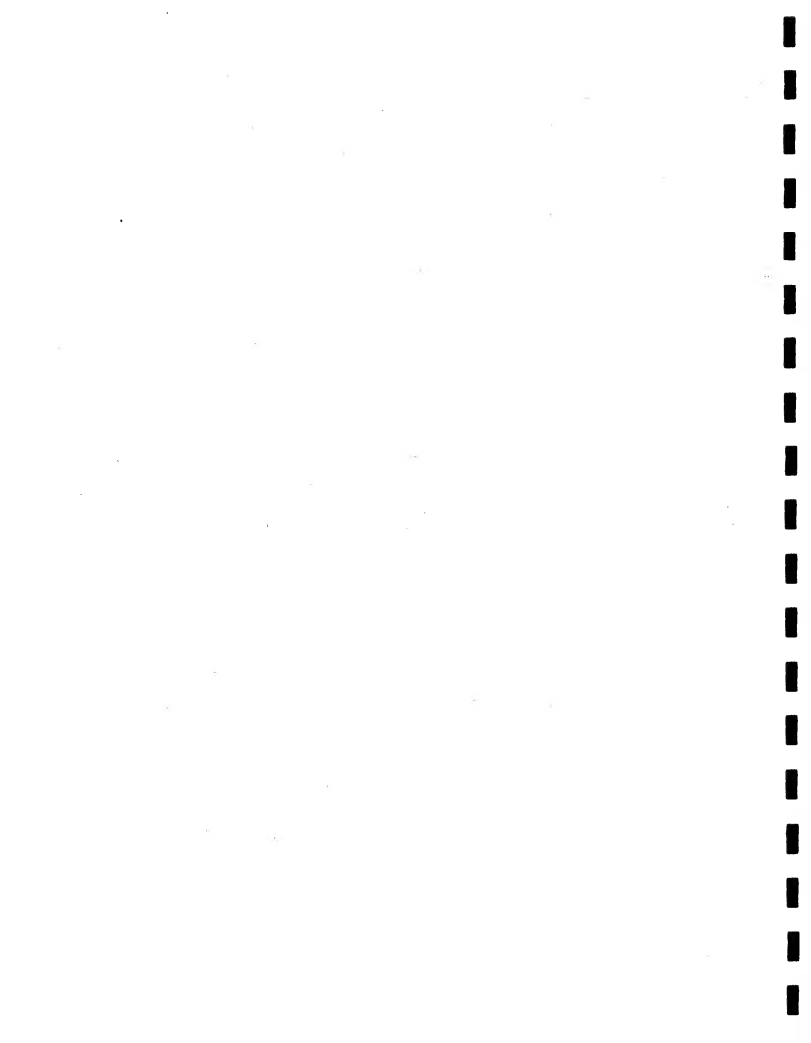
OBSERVATIONS



Papier recyclé

APPENDIX K
Demographic Table





DEMOGRAPHIC TABLE

LOCATION	ENGLISH *	FRENCH *	MALE	FEMALE
Montreal	1	39	19	21
Toronto	40	0	13	27
Ottawa	6	2	4	4
TOTAL	47	41	36	52

* Language of interview

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